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ABSTRACT

This catalog, a revised expanded version of an earlier ERIC paper (ED 120 590), lists 36 educational programs and 38 sets of competencies required by guidance and counseling personnel. It is organized into two sections--educational programs and lists of competencies--each of which is further divided into five areas of classification based on client need: (1) Using Systematic Planning and Evaluation to Improve Career Guidance Programs; (2) Meeting the Career Needs Common to All Clients; (3) Meeting the Unique Career Needs of Special Target Groups; (4) Using and Evaluating Intervention Techniques (Direct and Indirect); and (5) Maintaining and Improving the Educational System and Environment. Each part also includes a sixth category, General Counselor Competencies, whose programs or competencies cut across the five areas listed above. For each educational program there is a general description and information on the format, contact person, outside resources, and program evaluation data. For each competency set, the format and contact person are also noted. The catalog concludes with alphabetical indices of programs, cross-referenced by titles and authors, and similar indices for competency sets. (Author)

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ED184002

Competency-Based Education for Guidance and Counseling Personnel: A Catalog of Programs and Competencies

Second Edition

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CG 014229

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INTRODUCTION

This second edition of this catalog has been revised and expanded to include 36 educational programs and 38 lists of competencies required by guidance and counseling personnel. All these were submitted either in response to notices in several publications, upon direct request from us following "leads" we received after publication of the first edition, or upon request by others who knew of our search and of work being done.

The expansion apparent in competency-based program development appears to have two main causes. The first is the efforts of individual institutions and counselor educators to develop alternatives to traditional time-and-credit programs. The second is the actions of state legislative or executive bodies, which in a number of states have either allowed or required institutions to convert their educational programs for guidance and counseling personnel to a competence-base. Three states that we know have such authorization or requirement are California, Tennessee, and Washington. There is no doubt much more work on competencies and competency-based programs is going on in such states than our catalog entries convey.

In addition to the varied types of guidance and counseling personnel addressed by programs included in the catalog, new audiences are being addressed by work currently under way. We are aware of educational program development going on in the field of substance abuse counseling, to name just one example.

Again in the preparation of this edition we were faced with the difficulty of defining "competency-based." In our own work we use it to mean more than just "performance-based." Our basic definition requires that competency-based programs include:

(1) focus, at least in part, upon skills required in the performance of tasks (in real-life or simulated settings), in addition to needed knowledge and attitudes;

(2) predefined educational objectives which specify the measurable result expected from the exercise of these skills; and

(3) emphasis upon skills, knowledge, and attitudes which are transferable from the training setting to various real-life settings.

We have applied this definition a bit more rigorously in selecting programs for this second edition. Yet it must be admitted that certain programs which do not meet this definition are among the more widely known "competency-based" programs in the helping professions. We therefore elected to leave in three programs which appear to be both well-known and valuable, though not completely meeting our criteria: Carkhuff's Life Skills Series, the Curriculum Guide for Student Peer Counseling, by Varenhorst, and, Kagan and Burke's Interpersonal Process Recall.

Like the first, this edition is divided into two basic parts: educational programs and lists of competencies for guidance and counseling personnel. Each of these sections is further divided into the same areas, based on type of client need:

(1) Using Systematic Planning and Evaluation to Improve Career Guidance Programs

(2) Meeting the Career Needs Common to All Clients

(3) Meeting the Unique Career Needs of Special Target Groups

(4) Using and Evaluating Intervention Techniques (Direct and Indirect)

(5) Maintaining and Improving the Educational System and Environment

Each part also includes a sixth category, General Counselor Competencies, whose programs or competencies cut across the five above areas. Several programs and lists fit primarily into one area but touch briefly on others. Instead of including duplicate descriptions in the divisions of their secondary emphasis, we have cited such programs or lists on the cover page of the division of their secondary emphasis. For example, a program including only one competency in "Meeting the Unique Career Needs of Special Target Groups" would be cited by title and page number under "See Also:" on page I-15, the cover page of that division.

We found that while several programs and competency lists had a secondary emphasis in our fifth category, "Maintaining and Improving the Educational System and Environment," there were none which fit primarily into this category. We retained the category, however, because we think it is an area of significance and growing recognition, and because it was an area of emphasis, even though secondary for any individual document.

For each educational program, we have included a general description and indicated the format, contact person, any needed outside resources, information on program evaluation data, and whenever possible, the price. However, we avoided making judgments of the value of materials. We also avoided the process of summarizing the program's own evaluation data, on the grounds that our space limitations prevented a presentation of sufficient detail to be of much use. Instead, we indicated whether or not the developers of particular programs had conducted evaluations and what type of data they had collected.

For each list of competencies, format and contact person are noted also; but since most competency lists were available at no charge, we excluded price information unless we were aware that a charge existed. We also omitted the item on outside resources.

The catalog concludes with alphabetical indices of programs cross-referenced by titles and authors, and similar indices for competency lists.

We have endeavored to make descriptions both comprehensive and concise, including all significant aspects of a program which readers might use to evaluate its appropriateness for their needs. We hope more widespread implementation of competency-based education is facilitated by our efforts.

Susan McBain

Susan McBain
Catalog Editor

Part I

Educational Programs

PROGRAMS:

Using Systematic Planning and Evaluation
to Improve Career Guidance Programs

SEE ALSO:

Page I-10: Development of a Performance-Based Training Program for Vocational Counseling

Page I-28: A Competency-Based Manual for Area VI: Vocational and Career Development of the Minimum Competency Requirements for Secondary School Counselors of the State of Tennessee

California Career Guidance Inservice Program

Authors: California Pilot Career Guidance Center, Regional Occupational Program, Department of Education of San Diego County

Format: 350-page looseleaf Inservice Guide; resource manual, California Counseling and Guidance Program Guide; 2 filmstrips, The Glen Oaks Chamber of Commerce and Glen Oaks High School

Description: This program is designed to raise the skill level of guidance (teaching and administrative) personnel interested in systematically reviewing, modifying, or validating career guidance programs. It is planned for use in a two- to four-day workshop, and consists primarily of structured group activities guided by information and directions given in the Inservice Guide and the Program Guide. "Simulation" is the key word in these activities; all are centered around a hypothetical career guidance program in Glen Oaks, a city in the state of Buchanan. Extensive information on life in Glen Oaks is presented to make the workshops as realistic as possible.

The program is divided into 13 phases, plus a pre-workshop session and a final debriefing session. The phases parallel those of actual program changes in a real setting. Each set of phase materials lists general goals and three to six behaviorally stated objectives, including criteria. The phases are:

(1) Orientation to Glen Oaks
(2) Organizing for Change
(3) Data for Decisions
(4) Goal Development
(5) Objective Development
(6) Guidance Resources
(7) Guidance Techniques
(8) Guidance Units
(9) Evaluation
(10) Attitudes
(11) Values
(12) Local Inservice Training
(13) Community Involvement

Three techniques for learning are utilized in the program:

(1) in-basket exercises (typical kinds of communications guidance personnel might receive during their workday; these provide much of the content of the simulation activities/role-plays)
(2) large group instruction from the coordinator
(3) debriefing, or relating simulation experiences to trainee's real-life settings, either during sessions or during the final debriefing

In-basket exercise group size averages about six (trainees and coordinator), but overall workshop size is flexible. Other materials in the Inservice Guide include resources developed in San Diego County and also at the Center for Vocational Education at Ohio State University. The

Program Guide consists primarily of selected readings for each phase. Some trainer information is included in the Introduction and Instructional Plan sections of the Inservice Guide, and Instructional Notes handed out at the workshop's end form a sort of coordinator's manual for trainees who wish to conduct their own workshops later. Bibliographical references are cited throughout the units, and an Inservice Training Support Materials section completes this guide.

Evaluation Information: Workshops have been evaluated by pre-post attitude rating surveys and achievement instruments.

Outside Resources Needed: Coordinator, film projector

Price: There is no charge for materials at this time, but their availability is very limited.

Contact: Dr. Edwin Whitfield
Director, California Pilot Career Guidance Center
6401 Linda Vista Rd.
San Diego, California 92111

Developing Comprehensive Career Guidance Programs and Career Guidance Staff Development Modules

Author: American Institutes for Research, Youth Development Research Group; and a National Consortium on Competency-Based Staff Development, including American Institutes for Research, California State Department of Education and California State University at Long Beach, Maryland State Department of Education and University of Maryland, Michigan State Department of Education and University of Michigan, Missouri State Department of Education and University of Missouri, Florida State Department of Education and University of Florida, and Washington Office of Public Instruction and University of Washington.

Format: Fifty-two written modules (Developing Comprehensive Career Guidance Programs comprises the first 12 modules and Career Guidance Staff Development Modules form the subsequent 40) averaging 50 pages each; accompanying coordinator's guides, 10-40 pages each; five color slide series with cassette tape narration accompany modules 1-12; some others call for audiovisual or other resources (see Outside Resources Needed)

Description: The fifty-two module packages (approximately 100 pages each) include both learner and workshop coordinator materials. Each module, appropriate for either pre-service or in-service use, consists of 6-12 hours of instructional time designed around 3-5 measurable skill, knowledge, and attitude objectives. Most instructional activities are small-group oriented, but can be adapted for individual study. Evaluation activities are provided. The modules emphasize application to real-life settings.

The format of the modules is flexible: they can be administered to groups of participants in one-and two-day training sessions, can be spread over a series of shorter meetings, or can be used on an individual study basis.

The first group of twelve modules, Developing Comprehensive Career Guidance Programs, deals with planning, structuring, implementing, and evaluating improved career guidance programs.

The remaining 40 modules cover topics in the following competency areas:

(1) using systemic planning and evaluation to improve career guidance programs, such as through change agentry and collaborative projects.

(2) meeting the career needs common to all clients such as helping clients with personal assessment, values clarification, exploration of work and leisure.

(3) meeting the career needs of special target groups, such as ethnic minorities, adults, older adults, women, elementary school children, and clients with physical disabilities.

(4) using innovative intervention strategies, such as in the areas of futurism; group work; parent education and involvement; using paraprofessionals; establishing career resource centers; and coordinating with business, industry, and the community.

(5) helping clients indirectly through consultation, public relations, and inservice staff development.

Evaluation Information: The series has undergone extensive field testing in school and university settings, suing pre-and post-assessment performance data and detailed attitude surveys.

Outside Resources Needed: Coordinator
Slide projectors, cassette tape recorders, film projectors for certain modules
Books, monographs, journal articles, films

Price: Write to the contact below for specific information on availability and price.

Contact: National Consortium Project
American Institutes for Research
P.O. Box 1113
Palo Alto, Calif. 94302

Performance-Based Vocational Teacher Education Modules

Author: Center for Vocational Education, The Ohio State University

Format: 100 written modules, each designed to occupy from 3 to 20 student hours of work; plus three guides for use by students, instructors, and administrators

Description: This extensive competency-based series is aimed at vocational teachers rather than guidance personnel. However, three of the ten categories of modules may prove useful for guidance staff development: Category A, "Program Planning, Development, and Evaluation" (10 modules), Category F, "Guidance" (5 modules), and Category G, "School-Community Relations" (10 modules).

The modules are designed for either preservice or in-service use and may be used for individual or group instruction. Each consists of four components:

(1) Title page, including prerequisites for the modules and the skills to be developed by it
(2) Introduction, including a discussion of the importance of the competency to be developed, a frame of reference for the modules within the series, and an explanation of terms unique to the module
(3) Module Structure and Use, including an explanation of the module, procedures for using performance objectives, and necessary resources
(4) Learning Experiences, including required and optional learning activities, information sheets, feedback procedures and activities. The last learning experience provides for the assessment of the module terminal objective in an actual school situation.

The modules stress performance indicating that competencies have been achieved. The modular format allows individualization of instruction to learner needs, and also allows for incorporation of locally applicable materials if desired. In addition, most of the modules are self-contained and incorporate optional outside printed and multi-media materials.

Other categories cover topics related to instructional planning, instructional execution, instructional evaluation, instructional management, student vocational organizations, professional role development, and coordination. While the modules are basically self-contained they are not designed for self-instruction. They do require the availability of an instructor or other qualified resource person. The series is scheduled to be published in early 1977.

Evaluation Information: This series has been extensively field tested by 20 teacher education instututions, and revised twice. Evaluation data on instructor and student attitudes and reactions, and on pre-post estimate of ability to perform the competencies involved is available from the producer.

Outside Resources Needed: Instructor (Resource Person)
Contact producer for final indication of necessary outside resources

Price: Will not be determined until materials are released in 1977.
Expected price is $1.40-2.00 per module.

Contact: Product and Service Information
The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

PROGRAMS:

Meeting the Career Needs Common to All Clients

SEE ALSO:

Page I-28: A Competency-Based Manual for Area VI: Vocational and Career Development of the Minimum Competency Requirements for Secondary School Counselors of the State of Tennessee

Page I-32: Four Performance Modules in Human Relations

Counseling Strategies Modules

Authors: William H. Cormier, L. Sherilyn Cormier

Format: Textbook: Interviewing Strategies for Helpers: A Guide to Assessment, Treatment and Evaluation

Description: Each of these chapters contains behavioral objectives, learning activities, and post-evaluations. The chapter titles are:

(1) about this book
(2) ingredients of an effective helping relationship
(3) nonverbal communication
(4) verbal communication
(5) listening responses
(6) action responses
(7) sharing and teaching responses
(8) interview discrimination
(9) the ABC's of defining the problem
(10) defining the problem with an interview assessment
(11) sslecting goals: a reciprocal decision-making process
(12) defining goals
(13) evaluation of helping processes and outcomes
(14) selecting helping strategies
(15) common elements of strategy implementation
(16) symbolic modeling, self-as-a-model, and participant modeling
(17) emotive imagery and covert modeling
(18) cognitive modeling and thought stopping
(19) cognitive restructuring and stress inoculatcn
(20) meditation and muscle relaxation
(21) systematic desensitization
(22) self-management programs and self-monitoring
(23) stimulus control, self-reward, and self-contracting

The chapters can be used in a self-instructional manner or in a group situation with instructor feedback. They are appropriate for and have been used in both pre-and in-service counselor training. They include many, but not all, resource materials needed for use with module activities.

Evaluation Information: Short-and long-term performance data following training, experimental study results and attitudinal data have been collected on effects of these modules; contact the authors for information.

Outside Resources Needed: Trainer/Coordinator
Some written resources

Price: These modules are in a basic text in counseling psychology, published by Brocks/Cole (Monterey, California) in 1979.

Contact: W.H. Cormier and L.S. Cormier
504 Allen Hall
West Virginia University
Morgantown, West Virginia 26506

Development of a Performance-Based Training Program for Vocational Counseling

Author: Florida State University Department of Counseling Education

Format: Paperback book in four sections: nine-page general project report; 68-page module on Using Tests in Vocational Counseling and Guidance; 19-page module on Program-Planning for Vocational Counseling and Guidance: A Systems Approach; 20-page module on Training Vocational Counselors in Decision-Making Skills

Description: This project was designed to aid in the transition of a graduate training program in vocational counseling from a time-and-credit-based program to one which is individualized and competency-based. This document presents the curricular materials developed by the project and the project report. The report section describes the goals and processes of the project and includes an interesting section on recommendations for others interested in similar kinds of curricular revision.

The modules themselves vary in structure and comprehensiveness. All cite a general goal and then a number of specific enabling elements, which consist of "terminal objectives" (including evaluation criteria), "enabling objectives" and criteria (steps to the terminal objective), and various learning activities. All include a pre- and post-assessment, often a case study examination; in addition the Tests module includes a diagnostic self-test to help trainees evaluate their competencies. This module, by far the longest, also includes the most extensive resource and bibliographic lists.

Most module activities involve reading, viewing videotapes, listening to audio tapes, or role-playing with fellow trainees.

Evaluation Information: None available to catalog compilers.

Outside Resources Needed: Coordinator
Books and journals, videotapes, audio tapes

Price: Availability of materials is very limited, though more may be printed in the future; therefore no price estimate could be made.

Contact: Herbert Rand
Florida State Department of Education
Division of Vocational, Technical and Adult Education
Tallahassee, Florida 32302

Life Skills Series

Author: Dr. Robert R. Carkhuff

Format: Three paperback books, 140-200 pages each

Description: This series includes three books: The Art of Helping, The Art of Problem Solving, and The Art of Program Development. Each book details specific steps for acquiring the life skill mentioned in the title. The books offer hypothetical cases and ask the reader to use Carkhuff's methods to find solutions. The Art of Helping is organized around the four steps of attending, responding, initiating, and communicating. The Art of Problem-Solving discusses developing the problem, breaking down the problem, considering courses of action, and developing courses of action. The Art of Program Development includes the steps of exploring where you are, understanding where you want to be, developing a program to get there, and insuring getting there. The books use many cartoons, charts, and diagrams to illustrate their concepts. Though the approaches vary somewhat, all are designed to be easy to read and follow. Objectives and criteria are not specified.

Other materials available include a series of four videotapes based on The Art of Helping, featuring Dr. Carkhuff. The titles are Attending, Responding, Personalizing, and Initiating.

Evaluation Information: None available to catalog compilers.

Outside Resources Needed: None for written program.

Price: Each Art of book is $6.95. Videotapes are $250.00 apiece, or $680.00 per set of four.

Contact: Human Resources Development Press
P.O. Box 863
Amherst, Mass. 01002

Maryland Career Education Programs, K-Adult

Authors: Maryland State Department of Education's Career Education Task Force

Format: Career Education Resource Notebook, 1978, 130 pages; assorted activities descriptions and other materials, 2 to 5 pages each, are compiled in a separate package.

Maryland Career Guidance Manual

Maryland Five Year Plan for Career Education

Description: These materials are an outgrowth of extensive professional development activities in Maryland, which began with the Maryland Career Development Project. Summer workshops in career education for teachers, counselors and administrators began in 1970 under the project's auspices, and have continued and expanded since then. In 1975, four three-week Career Guidance Institutes focused on counseling personnel at elementary and secondary levels, and in the summer of 1976, 50 more counselors were similarly trained. Other activities, supported locally as well as through the state, have aimed at many different types of staff development. Materials and approaches generated for all these activities are truly vast, and generalizations are difficult to draw; but some major elements seem constant.

First, the state's goal of increased career education is a long-term one, and workshop participants are asked to report on related changes occurring in their settings in this direction over a period of at least a year. Second, program goals for participants are brief, very condensed, and cover all levels of cognitive and affective objectives. At least one goal has to do with the production of a product--the development of a plan for program and personnel changes in the participant's own setting. Objectives themselves are usually quite specific and ask for skills to be displayed in the most appropriate manner for the participant's setting.

Third, learning activities are tremendously varied. Speeches by eminent contributors, work-simulation tasks, role-playing, games on valuing, etc., action-oriented research, self-evaluations, and multi-media presentations are all utilized. Much of the material is originally developed or adapted for each setting, and strives to be interesting and enjoyable as well as informative. Materials address the topic of career education within five components:

(1) home and family
(2) career development and counseling
(3) curriculum and classroom teaching
(4) vocational skill development
(5) the business, labor, government community

The Career Education Resource Notebook, 1978, is the primary written resource for all participants in the summer workshop series. It contains chapters on the following topics:

(1) an overview of career development
(2) discussion of the five components
(3) discussion of the career needs of special groups
(4) an approach to program development
(5) minority groups
(6) competencies for counselors

(7) evaluation of programs and materials
(8) resource bibliography

In addition, extensive written materials (checklists, areas of careers, suggested approaches to problems) and reference lists (bibliographies, local and national sources of materials and assistance) are part of participant materials. Coordinators play a large part in the workshop process; their knowledge and skill are essential to workshop success.

Fourth, evaluation is a continuous, multi-directional process. Participants give direct feedback to one another, as well as evaluating various aspects of the program. Coordinators evaluate participants' products, interactions, and performance on paper-and-pencil measures, and are continually revising older materials for sex, race, and age fairness as well as currency and utility.

This program is not easily transportable to another setting; however, many learning activities materials may be widely useful.

Evaluation Information: Extensive evaluation has been done on all summer workshops. Reports on the 1971 and 1972 workshops are available through ERIC:

The Maryland Career Development Project Career Exploration Workshops for Teachers and Counselors: Second Year Progress Report (ED 079 487)

The Maryland Career Development Project Career Exploratin Workshops for Administrators and Supervisors: Third Year Progress Report (ED 091 500)

Evaluation reports on 1970 and 1973 workshops are available; see Contact. Evaluation reports on the 1975 Career Guidance Institutes may be obtained from AIR.

Outside Resources Needed: These materials are most appropriate for adaptation to a locally existing training program.

Maryland Career Guidance Manual

The Career Guidance Manual was a joint publication of the Division of Instruction and of Vocational-Technical Education of the Maryland State Department of Education. The manual includes sections on program planning, implementing specific student outcome goals, serving students with special needs, and program resources.

Maryland Five Year Plan for Career Education

The Five Year Plan covers the period 1979-1984 and includes student outcome objectives and program management objectives in career education for Maryland.

Price and Availability: These documents have been submitted for inclusion in the materials collections at the National Center for Career Education at Missoula, Montana, and at the Career Education ERIC Center at Columbus, Ohio.

Note: A brochure, "Career Education - A Priority of Education in Maryland" lists the student outcome and program goals of career education in Maryland. Single copies are available from the contact person.

Contact: E. Niel Carey
Specialist, Career Education
Maryland State Department of Education
Box 8717, Baltimore, MD 21240

Occupational Specialist Training Program

Author: Florida State Department of Education

Format: 162-page Handbook for students plus 16 instructional modules ranging from 20 to 130 pages each

Description: This program is planned to train paraprofessionals as occupational specialists. It was developed and field tested by the Florida Department of Education in cooperation with state education personnel, 38 local school districts, and 132 working occupational specialists. It is designed to improve specific skills within the context of a more general local training program, and may be implemented as a whole or only in areas where skill development is necessary to meet local needs.

The program consists of a series of seventeen modules:

(1) Training Manual for Occupational Specialist Program
(2) Community Resources
(3) Communication Skills
(4) Using the Occupational Outlook Handbook in Vocational Guidance
(5) Developing and Maintaining Career Information
(6) Apprenticeship Programs
(7) Decision Making
(8) Using Tests in Vocational Counseling and Guidance
(9) Identification of the Potential and Actual Early School Leaver
(10) Identifying and Securing Job Placements
(11) Follow-up of Job Placements
(12) Career Education
(13) Development of a Career Education Lesson Plan
(14) Audio Visual Aids
(15) Assessing Career Guidance Service
(16) Follow-up Studies
(17) Values in Vocational Decision Making

The Training Manual details objectives within each of the 17 instructional modules, and contains lists of suggested resources; pre- and post-assessments, plus feedback for the post-assessments; and evaluator's instruments. The instructional modules are bound separately as Appendix A through P, and contain much of the resource material in themselves, plus details of learning activities. Keys for post-assessments are also included in many modules; those not included are contained in the final appendix.

Evaluation Information: Evaluation and revision went on during the process of module development

Outside Resources Needed: Coordinator
A few outside readings are called for; Module 12 requires commercial audio-visual material. Details are available from contact below.

Price: Available on ERIC microfiche.

Contact: Panhandle Area Educational Cooperative
P.O. Drawer 190
Chipley, Florida 32428

PROGRAMS:

Meeting the Unique Career Needs of
Special Target Groups

SEE ALSO:

Page I-12: Maryland Career Education Programs, K-Adult

Page I-41: Resources for Competency-Based Teacher Education

Adult Basic Education In-Service Program in Guidance and Counseling

Authors: Adult Basic Education Guidance and Counseling Special Project for the United States Office of Education Region VI

Format: 250-page book; 88 overhead transparencies; 7 audio tapes

Description: This package is aimed at counselors interested in adult basic education (eighth grade level or below) counseling and guidance services. It presumes a counseling background on the trainee's part, and attempts to amplify the trainee's knowledge and skills in the specialized area of adult basic education. It is most effective in use with groups of 8 to 12, and provides material for a two- to three-day workshop.

The material is divided into an introduction plus five instructional units:

(1) function of the Adult Basic Education (ABE) counselor
(2) awareness of ethnic, cultural, and language differences
(3) vocational counseling (this section includes resource lists of vocational publications)
(4) personal counseling (this section includes appendices with discussions on major schools of counseling approach)
(5) educational counseling

Each unit has two-five behaviorally stated objectives, which leave the coordinator the choice of emphasizing either the attitudinal or the informational aspect of the response--or both--as criteria. The units contain the same material as the slide/tape: each has an overview of the material, informational sections, and space for trainee notes and comments. It is suggested that frequent discussion breaks be made in the presentation. No pre- or postassessment instruments are included.

Evaluation Information: Evaluation was conducted at all workshops and periodic reports made to the U.S. Office of Education, summarizing factual data on participants and their reactions to workshops.

Outside Resources Needed: Trainer
Cassette audio tape player
Overhead projector
Books, monographs, articles (valuable for workshop use but not mandatory)

Price: No longer for sale or distribution but may be available on loan.

Contact: Director of Adult Basic Education in your state Department of Education

A Competency Based Training Program for Manpower Counselors

Authors: Northwest Regional Educational Laboratory Manpower and Community College Counseling Program, School of Education at Oregon State University, and the United States Office of Education

Format: 200-page trainee's manual; 250-page resource manual, Implementing Competency Based Counselor Preparation; Instructor's Key; Core Counseling Competencies: A Manual for Self-Growth (relevant reading materials, not yet available)

Description: This program is a cooperative effort of the three authoring institutions. It is designed for use in a one-week group training program for manpower/community college counselors, and is an "attempt to develop both theory and practice" in techniques for manpower counselors. It also attempts to bridge the gap between those with counseling background but little experience in manpower counseling, and those experienced in manpower programs but without training in counseling practices as such.

The training is based on eight broad competency areas:

(1) counseling techniques (for use with individuals and in groups)
(2) staff relationships and the correlation of counseling and administrative functions
(3) client information and referral services
(4) populations served by manpower programs
(5) assessment
(6) career development
(7) the labor market
(8) evaluation of counseling effectiveness (planning, research, and evaluation competencies)

Each competency area consists of statements of learning objectives, usually five to ten; descriptions of learning activities; and statements defining criteria for accomplishment (called Evidence of Learning). Each objective is a general statement of the desired knowledge or skill; the learning activities and Evidences of Learning are more specific and behavioral. Activities (including readings) are often based on actual situations in the Portland area.

The manual also includes thorough pre-assessments for each objective: some are self-evaluations, some are objective tests, and some are case studies which ask the trainee to recommend and defend a course of action. A glossary of terms is also included. Written resources cited are extensive and practical: legislative acts; books and articles on current career availability and on general aspects of career selection; Department of Transportation and other government publications; journal and magazine articles; and works on specific counseling skills.

Evaluation Information: The manual underwent four revisions; however, specific evaluation information is not included in the manual and was not available to catalog compilers.

Outside Resources Needed: Instructor
Extensive books, articles
Use of local agencies for some activities

Contact: ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210

Trainer's Manual	ED 127344
Resource Manual	ED 128754
Instruction Key	ED 128756
Core Counseling Competencies Manual	ED 128757

A Developmental Approach to Career Education for Deaf Students

Author: Harold Munson

Format: 55-page book, In-Service Leader's Guide (with Gordon Phillips and Judy Egelston); 76-page book, Career Opportunities for the Deaf (with Gordon Phillips); 33-page book, Supplemental Guide to the Career Insights and Self-Awareness Games for Teachers of Deaf Students (with William Howard); packets of participant materials for each of ten instructional units; and five Game Guides for use with students.

Description: This program is designed for presentation in inservice workshops for teachers; however, it seems usable for counseling personnel interested in its focus as well. Ten two-hour workshop sessions focus on training participants on the following topics:

(1) Explorations in Career Education
(2) Career Insights and Self Awareness Gaming
(3) Learning the Gaming Techniques
(4) Learning about the Structure of Occupations
(5) Learning about Work Orientations and Work Functions
(6) Using the Work Function Slide Series in the Classroom
(7) Seeing Workers on the Job
(8) Providing Information about Jobs
(9) Clarifying Work Attitudes and Values
(10) Explorations in Career Education: Reviewed and Re-evaluated

There are five "Career Insights and Self Awareness Games" and Game Guides for use in (2) and (3) above:

(1) Interests Continuum Game
(2) Life Goals Game
(3) Life Situations Game
(4) How I See My Abilities Game
(5) Interests Triangle

These games, and the program's student goals generally, are for use with students 14 years old and above (available from Time Share Corp.).

The In-Service Leader's Guide contains explicit, practical information for the conduct of each session, including suggested times, precautions, and general objectives. In addition, it presents the career education program model that provides the program rationale and discusses issues affecting the success of in-service training such as learner motivation and local resources.

Evaluation Information: None available to catalog compilers.

Outside Resources Needed: Leader
A few books and articles mentioned, but overall the packages are self-contained
Slide projector/cassette recorder

Price: In-Service Leader's Guide: free; Career Opportunities for the Deaf: free; Supplemental Guide to the Career Insights and Self-Awareness Games for Teachers of Deaf Students: free; Clarifying Work Values: $3.00; Career Briefs for Deaf Students: ($30.00 per set; Learning About Work- A Student Field Trip Workbook: $1.60; Field Trip Teacher's Manual: $2.00; Work Function Slide Sets: $40.00 per set.

Contact: Dr. Harold Munson
CREED Career Education Project
Graduate School of Education and Human Development
The University of Rochester
Rochester, New York 14627

Pre-Service/In-Service Program for CETA Counselors

Authors: University of Texas at Austin CETA Counselor-Training Project

Format: Multi-media, 12 modules, 9 slide/tape shows; 75 overhead transparencies; one 30-minute, color, 16mm film; approximately 600 printed pages, including an annotated bibliography; resource materials in the form of about 30 books, pamphlets, directories and booklets

Description: This package is designed for persons who function as counselors in CETA (Manpower) programs. It presumes limited counseling experience and minimal formal academic training on the trainee's part. It attempts to cover the broad range of concerns of persons working with an economically disadvantaged, unemployed or under-employed clientele. The style is personal, primarily for use by individual counselors, but trainer notes (plus activities and exercises) are included to make it suitable for a workshop setting. The material is divided into an Overview/Introductory Unit, plus 10 Instructional Modules, as follows:

(1) Perspectives on CETA
(2) Awareness of social, cultural, language differences
(3) Assessment (including the "JILL," an instrument to provide basic information as to a client's job aptitude/experience, interests and literacy level, plus scoring instructions
(4) Orientation to CETA, for both clients and work supervisors
(5) Communication
(6) Motivation
(7) Problem Solving
(8) Group Counseling
(9) Assignment and Follow-Up
(10) Time Management
(11) Annotated Bibliography and Film Manual

Each module has four to ten behaviorally-stated objectives. Nine modules have accompanying slide-tape shows; scripts are included in the printed material. Cassette audio tapes are programmed with both audible and inaudible advance signals. Each module has accompanying overhead transparencies, trainer instructions, selected resource materials, and suggested activities and exercises. Boxed separately are approximately 30 books and pamphlets to provide the core of a resource center. A 75-page annotated bibliography is bound separately.

Evaluation Information: Evaluation of prototype materials was included in overall participant evaluation of workshops (15 total workshops, 400-plus participants); revision of materials was an on-going process, based on cumulative participant responses.

Outside Resources Needed: Trainer (if used in a workshop setting)
16mm Sound Film Projector
Overhead Projector
Kodak Carousel Slide Projector (any model)

Outside Resources Needed: Cassette Audio Tape Player (Any model will suffice for use of Side #1, Audible Advance Signal; Preferred is a cassette player capable of accepting a 1000 Hz. signal for use of Side #2, Inaudible Advance Signal.)
Blackboard and Chalk
Index Cards, etc.

Price: $1250.00

Contact: Jim C. Cates, Project Director
CETA Counselor Training Project
The University of Texas at Austin
Division of Continuing Education
Education Annex, S-21
Austin, Texas 78712

Skills for Adult Guidance Educators (SAGE)

Authors: Northwest Regional Educational Laboratory Adult Education Program and United States Office of Education

Format: Twelve paperback instructional packages of approximately 80 pages each; 92-page paperback Handbook; 142-page paperback Answer Key; 890-page book, Adult Career Education Counseling and Guidance Resource; 146-page book, Supplemental Literature Resource for Adult Career Education Counseling and Guidance

Description: This competency-based program is designed for personnel in adult career guidance and counseling. It attempts to incorporate competencies from both adult education and counselor education, but is definitely aimed at counseling personnel rather than teachers. It focuses on the specialized guidance needs of adults.

Each of the 12 packages covers one area of related general competencies, tied together by one or more generalized role statements. Each of the 21 role statements is broken down further into specific learning objectives; and each of these objectives is the basis for a learning module (75 modules altogether). Each module begins with a behaviorally stated objective; a rationale; a preassessment; a list of learning activities; and a post-assessment. The material for learning activities follows, including the citing of outside resources and activities (for example, applying for welfare at a local agency). These activities are planned for the individual, though a few are adaptable to group work. The modules are intended to be totally self-instructional and usable independent of one another ("open entry/open exit"), with training staff serving only as resource persons and evaluators.

The twelve general areas of competencies are:

(1) Guidance and Counseling: Theory and Techniques (11 modules)
(2) Skills in Group Counseling (4 modules)
(3) Retirement and Leisure Counseling (4 modules)
(4) Career Development (4 modules)
(5) Toward Interracial and Intercultural Understanding (3 modules)
(6) Identifying Community Resources (11 modules)
(7) Exploring the Labor Market and Discrimination (10 modules)
(8) Designing and Coordinating the Adult Counseling and Guidance Programs (7 modules)
(9) Using the Team Approach in Adult Counseling and Guidance Programs (6 modules)
(10) Retention and Followup of Adult Students (7 modules)
(11) Selecting Assessment Instruments (4 modules)
(12) Proposal Writing (4 modules)

Modules contain glossaries and bibliographies where needed. All modules are color coded with the Handbook and Answer Key. The Handbook presents the history and philosophy of the SAGE project; detailed guides to the use of the packages for trainer and trainee; and a training model, with suggestions on how modules can be developed in local settings. The

Answer Key contains specific keys for assessments with right and wrong answers, and guidelines for more generalized assessments.

Evaluation Information: The program was pilot tested and revised before publication in 1975, but no evaluation information was available to catalog compilers.

Outside Resources Needed: Books and monographs
Limited role for coordinator

Price/Contact: Office of Marketing
Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, OR 97204

PROGRAMS:

Using and Evaluating Intervention Techniques
(Direct and Indirect)

SEE ALSO:

Page I-11: Life Skills Series

Page I-21: Pre-Service/In-Service Program for CETA Counselors

Basic Attending Skills and Basic Influencing Skills

Authors: Allen E. Ivey, Norma B. Gluckstern

Format: Basic Attending Skills (second edition): 63-page Leader manual; 77-page Participant Manual; 2½ hours of Videotapes

Basic Influencing Skills: 90-page Leader Manual; 207-page Participant Manual; 2½ hours of Videotapes

Description: Basic Attending Skills: This training program is a system for teaching single counseling skills to beginning helpers, particularly at the paraprofessional level. Though objectives and criteria are implicit rather than explicit, the authors state, "Competency oriented trainers can establish minimal skill competencies early in a course...A microcounseling workshop can be oriented in any of a variety of theoretical directions... [We] suggest that these same basic skills are important to and used in all theoretical orientations, although to vastly different degrees."

The material provided is sufficient for 15 to 60 hours of training for groups of 20 or less, though adaptation for larger groups is possible. The focus is on six specific helping skills:

(1) attending
(2) open questions
(3) minimal encourages
(4) paraphrasing
(5) reflection of feeling
(6) summarization

The videotapes illustrate use of the skills in model interactions by the authors. Videotaping or audiotaping of trainees is then utilized to aid their own skill development. Suggestions for developing further videotape/audiotape presentations are also included.

The Leader Manual gives step-by-step activities and suggestions for developing workshops of varying size and format. (It is recommended that workshops be supervised, if not led, by professionals qualified in psychological or counseling services.) The Participant Manual contains sections on various listening skills and emphasizes behavioral contracts. Encouragement is given throughout for trainees to use the "do-use-teach" approach to perfect their competencies.

Other material available from this organization on this topic includes a videotape on Microcounseling: An Introduction and Dr. Ivey's book Microcounseling: Innovations in Interviewing, Counseling, Psychotherapy, and Psychoeducation, co-authored with Dr. Jerry Authier.

Description: Basic Influencing Skills: After an introductory section on the competencies required to undertake this more advanced training, this volume presents workshop material in eight areas:

(1) self-expressive behavior
(2) self-directed self-expression
(3) the concept of focus
(4) directions
(5) self-disclosure of feelings and thoughts

(6) interpretation
(7) direct-mutual communication
(8) integration of skills

The program's format is similar to that of Basic Attending Skills, using videotaping and emphasis on "do-use-teach."

Evaluation Information: Extensive research results and participant response summaries are both available from the authors; the Basic Attending Skills Leader Manual also contains a section on research results.

Outside Resources Needed: Leader
Videotape and/or audiotape systems (one per 10-12 participants suggested)

Price: 5-day rental of Basic Attending Skills videotapes: $195.00. Purchase price: $325.00 on three reels, $425.00 on eleven reels. (Videotapes on cassettes slightly higher.)
Leader Manual: $9.75
Participant Manual: $5.95
Rental and purchase prices on other materials available from:

Contact: Microtraining Associates
Box 641
North Amherst, Massachusetts 01059

A Competency-Based Manual for Area VI: Vocational and Career Development of the Minimum Competency Requirements for Secondary School Counselors of the State of Tennessee

Authors: Dr. Michele Thomas et al.

Format: Four books: a 481-page Learning Activities Manual; a 51-page volume of Preassessment Evaluations; a 51-page set of Post-assessment Evaluations; and a Key to the exercises

Description: This program arose to meet the need for training in the vocational and career development competencies specified by Tennessee's new competency-based certification standards for secondary school counselors. (Area VI is the number of the vocational and career development area of standards.) The program has been implemented at a two-week Vocational Guidance Institute in the state, which utilized the manuals plus guest speakers, materials displays, and a variety of group activities.

The material in the learning activities manual is divided into seven modules:

(1) the development and maintenance of a self-directed career education information center
(2) the development of job descriptions from job analyses
(3) the use of career clusters and career ladders
(4) the compilation and dissemination of information on employment opportunities, job requirements, and training programs
(5) the development and coordination of a job placement program
(6) the demonstration of skill in identifying, understanding, and relating to others with whom the counselor will work in industry, business, school, and community agencies
(7) the planning and implementation of a developmental career education program including pre-vocational experiences

Each module includes several related competencies plus various types of learning activities for each, to allow for individual learning styles. The competencies are specific and stated with behavioral criteria. Most activities are reading assignments (often duplicated on tape cassettes) or individual projects; some require group work. Each objective is accompanied by enough activities to prevent repetition in case more than one attempt is required for mastery of that objective. The modules include extensive factual information, including resource lists and bibliographies. Tapes of the Institute's significant speeches and descriptions of its multi-media displays are also included.

Evaluation Information: An evaluation of the Institute was conducted, based on comparison of pre- and postassessment performance of participants and on their ratings of the value of various Institute activities. Due to printing costs this report has very limited availability.

Outside Resources Needed: Coordinators, resource books

Price: About $15.00.

Contact: Dr. Garry Bice, Director
Tennessee Research Coordinating Unit
for Vocational Education
909 Mt. Castle St.
Knoxville, Tennessee 37916

Credential and M.S. in Counseling and Minimum Competencies and Level for Certification

Author: California State University at Fullerton, Program of Counseling/ School Psychology

Format: Each of these documents is a three-page booklet

Description: Credential and Degree Requirements is a list of necessary areas of competencies by this university at three levels:

(1) Basic Counseling/Pupil Personnel Credential and M.S. Degree in Counseling
(2) School Psychology Credential
(3) In certain instances, the competencies will be accepted as the specialty at U.S.I.U. for the Ph.D. in Professional Psychology or Human Behavior.

The competencies for each level fall into four areas:

(1) treatment competencies
(2) diagnosis competencies
(3) research and program development competencies
(4) consultation and inservice training competencies

These competencies are named but not described in any detail in these booklets.

Minimum Competencies and Level for Certification indicates assessment methods for each level in each area. Candidates are tracked through various courses and each competency is certified as it is achieved. Each competency is assessed by use of a rating scale, and the necessary ratings for accomplishment in each area are detailed.

Evaluation Information: None available to catalog compilers.

Outside Resources Needed: This is a university curriculum and utilizes extensive outside resources.

Price: No charge for these documents

Contact: Program of Counseling/School Psychology
School of Human Development and Community Service
California State University at Fullerton
Fullerton, California 93734

Curriculum Guide for Student Peer Counseling

Author: Dr. Barbara Varenhorst

Format: 98-page book

Description: This book describes a detailed progression of activities for the conduct of a workshop series for peer counselors, usually a para-professional category. The curriculum is designed to assist leaders in teaching the peer counseling course to students. It contains, in addition to the 15 lessons, five appendixes designed to assist leaders in the work they will be doing. The sessions for students are designed for 1-1/2 hours per week for 15 weeks; they can be adapted for either adult or student age groups. The activities focus of developing helping skills, from the perspective of the special advantages and problems a helper may have relating to a peer helpee. The first five sessions deal with basic communications skills, i.e., one-to-one starting of conversations with strangers; questioning; listening; non-verbal communications; welcoming a stranger to a group; approaching someone in authority. The counseling model is a decision-making one, and students spend two sessions on that.

Following the basic communications sessions, the skills that have been learned are applied to typical problem situations which seem to be universal, i.e., family concerns; peer relationships; health problems; sexuality; death and dying. The final sessions are spent on the ethics and strategies of counseling.

Evaluation Information: Contact the author.

Outside Resources Needed: Trainer

Price: $5.00

Contact: Dr. Barbara Varenhorst
Director, Peer Counseling Program
Palo Alto Unified School District
25 Churchill Avenue
Palo Alto, California 94306

Four Performance Modules in Human Relations

Author: Dr. Stephen Rollin

Format: Four booklets of approximately 35 pages each: Relaxation; Nonverbal Communication; Attending Behavior; Decision Making

Description: These four modules are designed to be self-instructional, but implementation in a group with a group trainer is effective. No trainer's guide is provided. Each module takes no more than eight hours to complete.

Each module includes a preassessment, terminal and enabling objectives, instructional activities and exercises, and a postassessment. The pre- and postassessments are self-rating scales. Most necessary resources are included within the module.

Evaluation Information: None available to catalog compilers.

Outside Resources Needed: Trainer (optional)
A few book, monographs

Price: Cost of reproduction by xerox or mimeograph.

Contact: Dr. Stephen Rollin
College of Education
315 Education Building
Florida State University
Tallahassee, Florida 32306

Group Leadership Techniques Workshop

Author: Manpower Services, Inc.

Format: 130-page Handbook; 16 mm black-and-white sound film, lasting 45 minutes; 36-page Convener's Manual; "Group Power" simulation game; Administrator's Guide; 10-page Handout for each participant

Description: This training program is in group workshop form and has been developed for staff members of manpower and related agencies. The program, which does not include objectives and criteria, focuses on skills and techniques for conducting groups effectively. These are:

(1) attending
(2) information management
(3) contract negotiation
(4) rewarding
(5) responding to feeling
(6) focusing
(7) summarizing
(8) gatekeeping
(9) confrontation
(10) modeling
(11) mediating
(12) group creation
(13) starting

The program is planned for 15 two-hour group meetings of 8 to 15 people. One member serves as convener, but need not be an expert in techniques of group leadership; the Convener's Manual gives sufficient direction for the convener's activities. Several modes of learning are employed: use of the Handbook, film segments, exercises, and feedback discussions. The emphasis on group dynamics makes this program valuable for those involved in group orientation or precounseling group work. Each technique is explained in terms of its objectives, how to use it, and how to tell if it has been used effectively.

The Administrator's Guide gives evaluative information on the program and suggestions for its use in staff development programs.

Evaluation Information: Careful analysis of participant attitudes is contained in the Administrator's Guide.

Outside Resources Needed: Film projector

Price: Handbook is $7.10; Convener's Manual, $2.75; "Group Power" game, $3.25; filmstrip, $100.00; Administrator's Guide, no charge. A complete package for 15 participants costs $215.90.

Contact: Manpower Services, Inc.
1808 Hermitage
Ann Arbor, Michigan 48104

Helping Skills: A Basic Training Program

Authors: Steven J. Danish, Allen L. Hauer

Format: 122-page Trainee Workbook; 62-page Leader's Manual

Description: Six basic helping skills are the focus of this program. The program was initially developed for paraprofessional guidance workers and human service and social service personnel, but is applicable to any group serving in a basic helping role. The program requires approximately 25 hours of group training, generally carried out in sessions of 2½ hours each. The training is directed toward attainment of these stages of helping skills:

(1) understanding one's needs to be a helper (attempting to develop the basic awareness of self necessary for genuine helping)
(2) using effective nonverbal behavior
(3) using effective verbal behavior (in an empathic, non-directive manner and also in a more influencing manner),
(4) self-involving (confrontation) behavior
(5) understanding others' communication
(6) establishing effective helping relationships

The definition of each skill and the training process to achieve it are broken into seven discrete steps:

(1) the skill is defined in behavioral terms
(2) the rationale for the skill is discussed
(3) a skill attainment level is specified
(4) models are used to demonstrate both effective and ineffective examples of the skill
(5) opportunities are provided for extensive supervised practice of the skill
(6) homework is assigned to assist in the generalization process
(7) an evaluation is conducted using behavioral checklists and peer and trainer feedback

The leader's manual is designed to help trainers avoid as many pitfalls as possible in the training program. It describes necessary trainer skills, program logistics, skills for introducing the program, and possible procedural problems. Suggested readings are also included.

Evaluation Information: Several formal evaluations have been conducted of changes in trainee performance; their skills were assessed before, directly after, and 7 months after training. Some evaluation results were published in professional journals; for further information, see Contact.

Outside Resources Needed: Leader

Price: The Leader's Manual is $2.95; Trainee Workbook is $4.95 for one copy, $3.95 each for 10 or more copies, $3.50 each for 25 or more copies, $2.95 each for 50 or more copies.

Contact: Dr. Steven J. Danish
S1-A Human Development Building
Pennsylvania State University
University Park, Pennsylvania 16802

Human Relations Development: A Manual for Educators

Authors: George M. Gazda et al.

Format: The Manual is a 225-page paperback book; the Instructor's Guide is approximately a 90-page book

Description: This program describes a human relations training model and training procedures, planned for use with educators (including counselors, school psychologists, and paraprofessional counseling personnel). It is based on the Carkhuff model plus developmental work done at the University of Georgia.

The manual begins with an explanation and rationale for the model, the helping process, and the process of training in helping skills (especially group training). Then it examines each skill from the viewpoint of, first accurate perception, and second, effective response. The program design includes behavioral objectives, whose achievement is measured by use of a four-point "Global Rating Scale" (modified from Carkhuff's five-point Discrimination Index). The objectives are in the following areas:

(1) understanding ineffective communication
(2) perceiving feelings
(3) perceiving and responding with empathy
(4) perceiving and responding with respect
(5) practice in attending behavior
(6) recognizing nonverbal communication of the core conditions
(7) perceiving and responding with warmth
(8) practicing use of the Global Rating Scale
(9) responding facilitatively
(10) perceiving and responding with concreteness
(11) perceiving and responding with genuineness
(12) perceiving and responding with self-disclosure
(13) perceiving and responding with confrontation
(14) perceiving and responding with immediacy
(15) use of strategies for change
(16) responding with information and action

Discussion of each topic, exercises and answer keys based on the Rating Scale are included.

Appendices include:

(1) vocabulary of affective adjectives
(2) communication "leads"
(3) scales for rating the helpee

Extensive resource lists are also included.

The Instructor's Guide contains suggestions for organizing the training, discussion of exercises, and certain answer keys, research abstracts, and a twenty-hour training program consisting of ten two-hour modules.

Evaluation Information: Information from research studies is given in the beginning chapters of the Manual and also in the Instructor's Guide; further studies are under way by the authors.

Outside Resources Needed: Trainer
Audio visual aids, but it is suggested that trainers utilize their own where appropriate

Price: The text is $7.95. The Instructor's Manual is available only to those using the text for teaching purposes, and is free of charge under those conditions.

Contact: The documents are published by Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, Massachusetts 02210 and are available through bookstores carrying educational materials.

For further information: Dr. George M. Gazda
College of Education
University of Georgia
Athens, Georgia 30602

Human Resources Development

Authors: Robert W. Cash, Shirley Mills, Dale Scherba

Format: 150-page Trainer's Manual for small group trainers, Human Resources Development: A Competency-Based Training Program; Master Trainer's Manual for large group coordination and presentation (available in 1977); Trainee's Workbook

Description: This training program evolved out of work at California State University, Long Beach, and is based on Robert Carkhuff's Human Technology Model of Human Resources Development. It is designed to present systematic training, both didactic and experiential, of the skills in interpersonal relations focused on in the HRD Life Skills Series, described elsewhere in this catalog. The Human Resources Development program is appropriate for all levels of counseling personnel, from beginning helper to inservice counselor.

The backbone of this program consists of the two trainer's manuals. The Trainer's Manual contains detailed guides for small group activity. The Master Trainer's Manual will contain suggestions for overall workshop administration, concept presentations for use with the total group (including videotape and audiotape material suggestions), and communication and discrimination assessment instruments. The program utilizes either Carkhuff's videotapes or originally developed ones interchangeably, as well as the three Life Skills Series books. Optimal size for small group work is 10-12, but total workshop size is variable. The total program occupies approximately 45 hours.

The small group sessions cover four module areas:
(1) pre-helping skills (attending, observing, listening)
(2) responding (accurate verbal communication of feelings)
(3) personalizing (identification of problems and goals)
(4) initiating (Part I covers problem-solving, Part II deals with program development)

Each module includes a written pre- and post-test on its content, as well as goals and measurable behavioral objectives related to each goal. The Trainee Workbook includes handouts for trainee use in each of the four areas. Videotaping, audiotaping, trainees' feedback to one another, and trainer evaluation are all employed to assess trainee performance.

Evaluation Information: Extensive evaluation studies have been conducted on this program. Trainees have been evaluated on pre- and post-training performance; skill retention after one year: and outcomes of student clients of counseling personnel who have gone through training. Results are available from the authors.

Outside Resources Needed: Master trainer, small group trainer(s)
Carkhuff's Life Skills Series books or Gerard Egan's text The Skilled Helper
Videotapes and audiotapes by Cash Associates or Carkhuff Associates
Videotaping and audiotaping equipment

Price: The Trainer's Manual is $22.50. Videotapes are $50.00 to $100.00 each. The trainee's Workbook is $3.95. The rest of the materials will be marketed in a package, HRD Delivery Program Kit, whose price has not been determined as yet.

Contact: Dr. Robert W. Cash
Cash Associates
830 Santiago Avenue
Long Beach, CA 90804

Interpersonal Process Recall

Authors: Norman Kagan, Bruce Burke

Format: Twenty-one sound films, most in color (16 also available on videotape), approximately eight hours in length; manual of typescripts for each film; instructor's manual.

Description: This film series is intended to teach human interaction skills to a wide range of professional groups, among them counselors, teachers, and medical workers. It lends itself to group instruction and calls for a trainer competent in the teaching of such skills. The program may occupy from 30 to 60 hours of trainee time.

The films provide a sequential series of experiences designed to teach theoretical concepts, show demonstrations of these concepts, and present exercises for group activity. Listening skills, identification of one's own feelings, and interviewing skills are the focus. The topics are:

(1) Elements of Facilitating Communication
(2) Affect Simulation
(3) Inquirer Role and Function
(4) Individual Recall (in various situations)
(5) Mutual Recall (between family members, professional teams, etc.)

Trainees are asked to see themselves in certain of the films' roles, discuss their reactions, and practice the listening and responding skills pictured.

Evaluation Information: The series has been implemented in courses at Michigan State University and in other settings nationwide. Evaluation results are available on both trainee performance in and attitude to program.

Outside Resources Needed: Trainer, film projector or videotape system

Price: The entire film series costs $2,852.85. Individual films range from $30.00 to $440.00, with a 23% discount on orders over $1500.00. The entire videotape series costs $1913.45. Individual tapes range from $19.50 to $286.00. Instructor's manual and typescripts included, or available separately for $12.50.

Contact: Dr. Norman Kagan
434 Erickson Hall
College of Education
Michigan State University
East Lansing, Michigan 48824

Resources for Competency-Based Teacher Education

Authors: Teacher Corps Associates

Format: Each Resource is a booklet between 30 and 80 pages in length; tape/slide presentations may be ordered separately for use with some resources, as described below

Description: This series grew out of efforts to increase minority participation at higher levels within the Teacher Corps. Each resource was written by a minority group member (including women). While they were designed for teachers, it appears that counseling personnel could gain general knowledge and competencies from Resources One and Nine (described below), and specific competencies in relating to minority group members from Resources Seven and Ten.

Each resource is strictly formulated in terms of objectives and observable behaviors. Learning activities include readings, group discussions, multimedia presentations, and plan development. Remedial activities are included for each objective not met on the initial attempt.

The relevant units are:

(1) Resource One, A Module for Understanding the Characteristics of Competency-Based Education: This document is itself competency-based, of course, and contains objectives and enabling activities in three areas: defining competency-based teacher education (CBTE): designing a competency-based training module; and engaging in activities in the school and community which further the CBTE concept. A glossary and paper-and-pencil pre- and post-assessments are included.

(2) Resource Seven, Competencies for a Hopi Reservation Teacher: Hopi Background Competencies for Teachers: This resource is divided into five parts (or modules). Objectives are in the areas of Hopi tribal government; community government; and geography, physical resources, home life, social activities, and economics of the Hopi community. Pre- and post-assessments and a list of suggested resources are included.

(3) Resource Nine, Non-Verbal Communication and the Affective Domain: This document contains four units, focusing on different aspects of two kinds of non-verbal communication: vocal (pitch and inflection) and kinetic (postures and gestures). A pre-post-test, activities descriptions, and worksheets for each unit are included. A supplementary tape/slide, necessary for some activities, may be ordered from the resource author, indicated under Contact below.

(4) Resource Ten, Strategies for Introducing Skills in Effective Curriculum Planning for Teachers of the Highly Mobile "Troubled Youth" of the Inner City: This resource contains the first of three proposed units, 'Establishing Rapport.' Units II and III, still under development, are entitled 'Quickly Identifying Needs and and Wants' and 'Early Identification and Remediation.' Each defines the teacher's role in relation to troubled youths, which often is that of counselor. The resource is actually a trainer's guide plus

the trainee materials for unit I. Trainee materials include pre- and post-assessment, four objectives concerning effectively relating to troubled youths, and resource and activities lists. The trainer manual portion contains suggestions for conducting activites, pre- and post-assessment criteria, outside resources (including a tape/slide to be ordered from the resource author, below), and a glossary. The tape/slide is used in learning activities and is necessary to use of the resource.

Evaluation Information: None available to catalog compilers.

Outside Resources Needed: Coordinator, tape/slide projector system
Extensive books, articles, film strips

Price: The set of ten Resources is $6.00, or they may be ordered separately for $1.00 apiece. Tape/slide prices are obtainable from contact persons for Resources Nine and Ten.

Contact: For whole series: Carl A. Grant, Director
Teacher Corps Associates Program
University of Wisconsin
Madison, Wisconsin 53706

For tape/slide for Resource Nine: Claudette Ligons
Texas State University
P.O. Box 70
Houston, Texas 77004

For tape/slide for Resource Ten: Mrs. Vida van Brunt
Phillips Hall, School of Education
Room 703
University of Southern California
Los Angeles, California 90007

PROGRAMS:

Maintaining and Improving the Educational System
and Environment

SEE:

Page I-28: A Competency-Based Manual for Area VI: Vocational and Career Development of the Minimum Competency Requirements for Secondary School Counselors of the State of Tennessee

PROGRAMS:

General Counselor Competencies

Common Core Objectives

Author: California State University at Fresno, School of Education, Counseling Section

Format: 26-page booklet

Description: This booklet describes both overall program objectives and specific course objectives for courses in the Counseling Section at this university. The booklet contains seven basic goals for counselor performance, together with related objectives and criteria for each. The goals are general; the objectives are mostly in terms of knowledge or understanding, with criteria phrased as demonstrations or applications of knowledge or understanding. The seven goal areas are:

(1) knowledge of human growth and development
(2) knowledge and skills in human relationships
(3) knowledge and skills in group settings
(4) knowledge and skills for effective vocational counseling
(5) knowledge and skills in individual appraisal
(6) knowledge and skills in research and evaluation
(7) knowledge of professional organization objectives

Then descriptions of objectives for the following counseling course topics are included:

(1) mental hygiene and guidance
(2) laws relating to children
(3) principles and techniques of guidance
(4) occupational analysis and information
(5) child welfare, parent education, and counseling
(6) counseling techniques
(7) counseling field work
(8) tests
(9) group process
(10) elementary counseling

Evaluation Information: None available to catalog compilers.

Outside Resources Needed: This is a university curricular program; therefore extensive outside resources are utilized.

Price: No charge for this document.

Contact: Counseling Section, Department of Advanced Studies
School of Education
California State University at Fresno
Fresno, California 93710

A Competency-Based Program for the Preparation of Guidance Associates

Authors: Abilene Christian College Department of Education

Format: 139-page booklet

Description: This curriculum outline establishes four areas of desired counselor competencies at both the elementary and secondary grade levels. The four areas are:

(1) planning, organization and evaluation
(2) counseling
(3) consultation
(4) coordination

Courses suggested for the attainment of competencies are then suggested at both undergraduate and graduate levels. Undergraduate courses prepare the candidate to function as a guidance associate under the supervision of a professional counselor. Graduate courses are preparatory to the professional degree. A section on course descriptions concludes the booklet.

This program is based on competencies outlined in The School Counselor: Work Environment, Roles and Competencies of the Texas Education Agency, Division of Guidance Services; that document is summarized in the "Competencies" section of this catalog.

Evaluation Information: None available to catalog compilers.

Outside Resources Needed: Since this is a university curriculum, extensive outside resources are utilized.

Price: No charge, but availability may be limited.

Contact: Department of Education
Abilene Christian College
Campus Court & East North 16th Streets
Abilene, Texas 79601

Competency Modules

Authors: Oregon College of Education Counselor Preparation Department

Format: 14-page booklet

Description: The competencies described in this document are the minimum requirements for Masters candidates in the counseling program and are to be demonstrated independent of particular courses. Most are specific, observable behaviors. The competency areas covered are:

(1) individual and group counseling techniques
(2) community relations
(3) referral
(4) career development and career guidance
(5) assessment
(6) research and research methods
(7) evaluation of counselor effectiveness
(8) counselor attributes
(9) ethics and professional responsibility
(10) theories of counseling and personality
(11) psychological knowledge
(12) philosophy and history of guidance and counseling
(13) contemporary issues in counseling
(14) guidance systems

Evaluation Information: Available from contact person below.

Outside Resources Needed: Since this is a college curriculum, extensive outside resources are utilized.

Price: None for this document

Contact: Dr. Reese House, Acting Director
Course for Preparation Program
Oregon College of Education
Monmouth, Oregon 97361

Consolidated Objectives of the Counselor and Counseling Student Contract

Authors: Northern Illinois University College of Education

Format: Objectives constitute a 10-page booklet; Contract is a 17-page booklet

Description: These two documents represent two aspects of the movement towards competency-based counselor education at Northern Illinois University. The first lists objectives for students within the Counselor Education Program at all levels: master's degree level, certificate of advanced study level, and doctor's degree level. These objectives cover the entire program and are not all expected to be met by any one student; a student's objectives will vary according to her/his area of specialization.

The objectives at each level fall within four areas:

(1) foundations (of guidance, human development, educational specialties)
(2) professional skills (appraisal, counseling, and research and evaluation)
(3) programs and services (guidance and personnel services and career guidance)
(4) self-knowledge and professional commitment

The second document, an individual student contract for a master's candidate in human learning and development (emphasis: elementary school counseling) contains more specific statements of desired student competencies within this specialized area. It is an individualized evaluation instrument as well, with space for learning activities and criteria for accomplishment as agreed upon by student and evaluator. Areas of competencies are as follows:

(1) Core competencies
  (a) research, statistics, tests and measurements
  (b) human appraisal in the school setting
  (c) group dynamics
  (d) parent group leadership
  (e) theories of counseling and psychotherapy
  (f) helping relationship processes and skill building
(2) elementary school counseling and school psychology competencies
  (a) diagnosis and reorientation of behavior problems
  (b) family and child development
  (c) change through consultation
  (d) psycho-social development
  (e) group counseling
  (f) urban dynamics
  (g) administration of pupil personnel services
  (h) career education
(3) school psychology competencies
  (a) personality and learning
  (b) diagnostics in school psychology
  (c) individual intelligence assessment
  (d) personality diagnosis
  (e) life style analysis

Evaluation Information: None available to catalog compilers.

Outside Resources Needed: Since this is a university curriculum, extensive outside resources and aids are utilized.

Price: No charge for these documents.

Contact: College of Education
Northern Illinois University
DeKalb, Illinois 60115

Counselor Education Program

Authors: Tuskegee Institute, School of Education

Format: 31-page booklet

Description: This booklet describes the specific competencies to attained by students in counseling and student development programs at the graduate level. Generalized objectives are accompanied by the specific competencies and by assessment/evaluation modes for each competency.

The overall goals of the program are to produce students who evidence the following characteristics and skills:

(1) an awareness of an a clearer understsnding of themselves as contributing individuals in contemporary society
(2) the ability to define and clarify values
(3) a knowledge and understanding of human development
(4) an understanding of motivation theories
(5) an understanding of and the ability to apply and assess learning strategies
(6) the ability to assess attitudes and influences of culture and society
(7) an ability to apply and assess appropriate theory, professional tools and procedures for counseling intervention
(8) an understanding of the art of listening and its place in counseling and learning
(9) the ability to communicate verbally, nonverbally, and in writing
(10) an understanding of and the ability to apply group procedures
(11) an understanding of and ability to apply and assess evaluation procedures
(12) the knowledge of and respect for institutional parameters and their impact on the counselor's work in given settings
(13) the knowledge of and ability to apply ethical practices
(14) an understanding of legal factors impinging upon the practicing counselor
(15) an understanding of and appreciation for the world of work
(16) a knowledge of and ability to assist with the decision-making process
(17) a willingness to assume responsibility for personal decisions.

Evaluation Information: None available to catalog compilers

Outside Resources Needed: This is a college curricular program and extensive outside resources are utilized.

Price: $5.00 for booklet

Contact: Fannie R. Cooley, Chairperson
Counselor Education Program
School of Education
Tuskegee Institute
Tuskegee, Alabama 35088

Core Program Objectives for Student Personnel in Higher Education

Authors: University of Georgia Department of Counseling and Student Personnel Services

Format: One-page paper plus several short evaluation instruments for specific courses

Description: The list of objectives which begins these materials forms the basis for the master's degree curriculum for the Student Personnel in Higher Education program. This program is the first in this department to be converted to a competency-based instructional method; it is hoped that eventually the entire department will be included. Other courses, exist, however, among them one based on the Group Counseling Instruction Model described elsewhere in the "Competencies" section.

Eighteen competency areas are defined for students in the core courses of this program. The competency areas cover the following topics:

(1) theoretical understanding of higher education and human and student development
(2) goal setting, assessment, program development and evaluation
(3) the higher education student's relationship to the educational institution, her/his peers, and the community as a whole
(4) research
(5) management and leadership skills
(6) communication
(7) problem-solving
(8) professional involvement
(9) integration of student development concepts and competencies in a simulated situation
(10) a selected specialty area

Specific course objectives fit into the 18 areas and evaluation instruments for these objectives have been designed. These define the criteria for achievement of the objective, frequently in percentage of correctness or other numerical terms.

Evaluation Information: None available to catalog compilers.

Outside Resources Needed: Since this is a university curriculum, extensive outside resources and aids are utilized.

Price: No charge for this document.

Contact: Dr. John Dagley
Department of Counseling and Student Personnel Services
College of Education
University of Georgia
Athens, Georgia 30601

A Graduate Level Competency-Based Program in Counselor Education

Authors: Dr. Worth R. Jones, Dr. George E. Parsons

Format: 204-page looseleaf book

Description: This program description, the basis of a redesigned graduate counselor education program at the University of Cincinnati, was developed with input from both students and educators over a two-year period ending in 1974. It lists extensive objectives for M.Ed. and Ed.D. candidates in Guidance and Counseling. For the Masters' program (which may or may not result in certification, depending on the student's option), seven areas of objectives are specified, with at least one behavioral competency for the demonstration of each objective. The areas are:

(1) guidance
(2) human development
(3) individual and group appraisal
(4) counseling
(5) group methods in guidance and counseling
(6) guidance information
(7) practicum

The Ed.D. program intended to train counselor educators and supervisors, contains objectives in five areas:

(1) supervision of counselors
(2) advanced practicum
(3) consultant
(4) teaching counselor education
(5) testing and assessment

Evaluation Information: None available to catalog compilers

Outside Resources Needed: Since this is a university curriculum, extensive outside materials are needed.

Price: $8.00

Contact: Dr. Worth R. Jones or
Counselor Education
College of Education and Home Economics
University of Cincinnati
Cincinnati, Ohio 45221

Graduate Program in School Counseling, Wake Forest University

Authors: Wake Forest University Department of Education

Format: Nine-page booklet

Description: This document is a statement of the goals and objectives of the counselor education program at Wake Forest, which is based on the 'Standards and Guidelines for Approval of Institutions with Competency-Based Programs in Counselor Education' approved by the North Carolina State Board of Education. The purpose of counselor education is outlined in terms of student outcomes. The objectives for the counselor are within two areas: personal characteristics, and competencies in practices of guidance and counseling.

The objectives in the area of personal characteristics are:

(1) belief in the individual
(2) capacity to communicate effectively
(3) understanding of self
(4) openness and flexibility
(5) emotional stability
(6) tolerance for ambiguity
(7) sense of self-worth
(8) sensitivity
(9) clarity of reasoning
(10) capacity to trust
(11) capacity to grow
(12) professionalism

Statements of desired competencies in the practices of guidance and counseling are within the following areas:

(1) counseling competencies
(2) coordinating competencies
(3) consulting competencies

Curricular offerings are then listed, together with those particular state curricular guidelines which they meet.

Evaluation Information: None available to catalog compilers.

Outside Resources Needed: Since this is a university program, extensive outside resources and aids are utilized.

Price: No charge for this document.

Contact: T. M. Elmore
Department of Education
Wake Forest University
Winston-Salem, North Carolina 27109

Preparation Program for Educational Staff Associate Certification of School Counselors

Authors: Consortium of Pacific Lutheran University, Tacoma Public Schools, and Tacoma Alliance of Education

Format: 92-page booklet

Description: The state of Washington currently has nine functioning consortia of universities plus local school districts, which are implementing competency-based counselor training programs. While each curriculum is unique, the Pacific Lutheran University/Tacoma consortium is a representative example.

The document describing this curriculum specifies competencies, assessment instruments, and levels of achievement for counselor certification at the three certification levels in the state: preparatory, initial, and continuing. The program emphasizes both knowledge and experience and includes practicum experiences as well as classroom work. Candidates must complete field work of nine hours weekly for one semester in a school or agency, with an accompanying seminar. In addition, the candidate must take four "mini" practicums which last a semester each and involve different counseling experiences and competencies, such as training in empathic behavior, counseling sessions with actual clients, and utilization of special skills such as play therapy.

The program has these characteristics:

(1) individualization and flexibility to meet the needs and interests of each candidate
(2) self-evaluation on the part of the candidate
(3) feedback from peer-group members, clients, and supervisors

Included in the program are specific competencies for seven different areas:

(1) personal characteristics
(2) counseling skills
(3) individual assessment or inventory
(4) information services
(5) research and evaluation
(6) consultation
(7) placement

Each area is broken down into an overall role statement, learning experiences, and assessment tools. Evaluation instruments are included for the rating of characteristics by clients, peers, supervisors, and the candidate. Some objectives are met by written tests or papers, some by performance. Usual criteria are 70-80% positive evaluation for accomplishment of an objective.

Extensive resource lists are also contained in this document, including state and federal publications and commercially available materials for counselors, teachers, and students, plus their sources and prices. Actual course offerings planned for the development of each competency are not specified.

The other state consortia are:

(1) Central Washington State College (plus three school districts and three education associations; contact Dr. James Green, Department of Psychology, Central Washington State College, Ellensburg, Washington 98926)
(2) Gonzaga University/Spokane School District/Spokane Education Association (contact Dr. Terry Peterson, Gonzaga University, Spokane, Washington 99202)
(3) Northwest Adventist Consortium (Dr. Dale O. Wagner, Walla Walla College, College Place, Washington 99324)
(4) Seattle University/Highline School District/Highline Education Association (contact Dr. Marylou Wise, Seattle University, Seattle, Washington 98122)
(5) Southeastern Washington Counselor Consortium (contact Deal Van De Grift, Walla Walla High School, Fern & Abbott Road, Walla Walla, Washington 99362)
(6) University of Puget Sound/Tacoma School District/Tacoma Education Association (contact Dr. James Roy, University of Puget Sound, Tacoma, Washington 98416)
(7) Western Washington State College/Seattle Pacific College/Edmonds School District/Edmonds Education Association (contact Jacqui Reid, Meadowdale High School 6500-168th S.W., Lynwood, Washington 98036)
(8) Whitworth College/Mead School District/Mead Education Association/ Spokane School District/Spokane Education Association (contact Dr. Nick Faber, Whitworth College, Spokane, Washington 99218)

Evaluation Information: Program evaluation is conducted yearly by a review committee composed of University, School District, and TAE representatives.

Outside Resources Needed: Since this is a university curriculum, extensive written and audio-visual resources are utilized.

Price: $3.94

Contact: (For document) Pacific Lutheran University Bookstore
Pacific Lutheran University
Tacoma, Washington 98447

(For further information) Dr. Josephine Fletcher
School of Education
Pacific Lutheran University
Tacoma, Washington 98447

Programs of Preparation for Guidance and Counseling Personnel

Authors: Indiana University of Pennsylvania Graduate School

Format: Three books: 183-page Program of Preparation for Elementary School Counselors; 233-page Program of Preparation for Secondary School Counselors; 163-page Program of Preparation for Supervisors of Guidance Services Grades K-12

Description: These three documents describe in detail the manner in which their competency-based curricula are formulated. Groupings of objectives by functional area (role), objective content, and level, are followed by outlines of the courses by which each is met. "Level" refers to the level of priority of an objective in the program. "Role" includes items such as organization, coordination, and professional development. Content areas of objectives vary according to the program. For the elementary and secondary counselor programs, they are:

(1) Foundations of Education
(2) Elementary/Secondary School Curriculum
(3) Interdisciplinary Studies
(4) Foundations of Pupil Personnel and Guidance Services
(5) Child Development
(6) Individual Inventory and Pupil Appraisal
(7) Information Service
(8) Counseling Service and Group Procedures
(9) Consultative Techniques
(10) Placement and Follow-Up
(11) Research
(12) Management
(13) Selective Retention

For the Supervision area, (3) through (13) are:

(3) Instructional Services of the School
(4) Administrative and Supervisory Services of the School
(5) Pupil Personnel Services of the School
(6) Principles of Management
(7) Planning the Guidance Services
(8) Organizing the Guidance Services
(9) Coordinating the Guidance Services
(10) Directing the Guidance Services
(11) Controlling the Guidance Services
(12) Computer Sciences
(13) Personal and Professional Development

Evaluation Information: None available to catalog compilers.

Outside Resources Needed: Since this is a university curriculum, extensive written and audio-visual resources are utilized, more than are described in the documents.

Price: Cost of printing

Contact: Chairman, Department of Counselor Education
The Graduate School, Indiana University of Pennsylvania
Indiana, Pennsylvania

Staff Development Program for School Counselors

Authors: Pioneer Cooperative Educational Service Agency, Cleveland, Georgia

Format: Seven modules (from 77 to 128 pages each)

Description: The modules form a series of seven staff development programs which target performance skills of school counselors. They may be used by individuals or in a group setting, at both pre-service and in-service levels. Each module contains a list of indicators, the performance of which will signify the user's competency in the particular program skills. The seven competency areas addressed are:

(1) Planning
(2) Individual Counseling
(3) Group Facilitation
(4) In-Service Training
(5) Consultation
(6) Information Processing
(7) Legal/Ethical Concerns

A series of learning activities, related to the skills, are presented throughout each program; many of the activities require the user to produce a written product related to his/her own setting. Each module is self-contained; there is no facilitator's manual.

Evaluation Information: None available to catalog compilers.

Outside Resources Needed: Items needed vary with each program.

Price: Obtain from the contact person.

Contact: Ms.Barbara L. Pagano, Director
Counselor Certification Project
Hunter and School Streets
Gainesville, GA 30501

Part II

Lists of Competencies

COMPETENCY LISTS:

Using Systematic Planning and Evaluation
to Improve Career Guidance Programs

SEE ALSO:

Page II-13: Vocational Guidance Personnel

A Guide for the Development of a Competency-Based, Outcome-Stated Guidance Plan

Authors: Texas Education Agency, Division of Guidance Services

Format: 80-page paperback book

Description: This document outlines competencies in program planning and evaluation. It groups them into five areas:

(1) assessing needs
(2) setting priorities
(3) developing objectives
(4) developing activities to achieve objectives
(5) evaluating the program

In each area the needed competency is clearly stated, followed by an outcome-stated objective (statement of behavior which demonstrates that competency). Sub-objectives break the competencies into more specific and simple skills, describing the process which defines the skill and the outcome which occurs due to its use.

The document also includes examples of needs assessment instruments, district guidance plan objectives in the above format, and evaluation formats.

Contact: Division of Student Services & Instructional Coordination
Texas Education Agency
201 E. 11th St.
Austin, Texas 78701

Some Needed Changes in the Instructional Components of Counselor Training

Author: Dr. Ivan Charner

Format: 20-page paper

Description: This paper discusses the author's view of the counselor's changing role in the future and of certain competencies he feels future counselors will need. These competencies may be summarized generally as the ability to manage change: in the counselor him/herself, in students and their needs, and in the school environment. The competency of conducting research is focused on specifically, viewed as a component of, and partially a model for, other competencies such as program planning. The framework of the research proposal is utilized as a suggested approach to teaching skills in research. It is divided into five units:

(1) problem statement
(2) related research, its significance, and its relation to the current problem
(3) objectives of the research (hypotheses)
(4) procedures, including design, sampling methods, analysis methods, and measuring instruments
(5) end product, or possible conclusions or outcomes

The paper then suggests that systems awareness (for example, awareness of the various social systems of which the counselor is a part) is a significant and neglected skill in current counselor training programs. It concludes with a summary statement of the authors views on "change and the counselor."

Contact: Dr. Ivan Charner
National Manpower Institute
1211 Connecticut Ave., N.W.
Washington, D.C. 20036

Ten Counselor Competencies in Career Guidance

Author: Nancy M. Pinson

Format: Four-page booklet

Description: This list of ten counselor competencies is divided into three elements:

(1) competencies, all general and all related to career guidance
(2) several validating behaviors for each competency
(3) expected student outcomes to be reached through the application of each competency

They are intended for stimulation of specific responses of school-based counselors who must prepare behavioral objectives which achieve these and other competencies.

The competency areas are:

(1) developing a rationale for, planning, and citing resources needed to implement career guidance programs
(2) involving significant adults in program planning
(3) selecting and using career information materials
(4) using instruments of student appraisal
(5) helping other counseling personnel develop skills relevant to career education
(6) choosing alternative strategies for program implementation
(7) evaluating and altering programs and program strategies
(8) coordinating program elements for various populations and age groups
(9) developing work-study and placement programs
(10) assessing the need for and developing special programs for select populations

Some of the behaviors indicated are in the knowledge area, but most are performance of tasks utilizing specifics of the counselor's situation.

Price: No charge until the supply is exhausted.

Contact: Dr. Nancy M. Pinson
Maryland State Department of Education
P.O. Box 8717
BWI Airport
Baltimore, Maryland 21240

COMPETENCY LISTS:

Meeting the Career Needs Common to All Clients

SEE ALSO:

Page II-4: Ten Counselor Competencies in Career Guidance

Page II-19: Project DEFINE

Applied Skills, Attitudes and Behaviors Rating Scale

Authors: Colorado State University Counseling/Guidance Program

Format: Two-page checklist

Description: This checklist is an evaluation tool for the rating of counselor trainees in two counseling techniques workshops. The skills have been organized into the models presented by Carkhuff and Egan. Evaluation is on a five-point scale from "outstanding use of skill" to "inappropriate use of skill." Competencies are all in the realm of the trainee's interactions with clients, and fall into five areas:

(1) establishing a helping relationship
(2) identifying problem areas or concerns
(3) generating courses of action
(4) gaining commitment to change
(5) following up client progress

Contact: Dr. Edward Dash, Associate Professor
Counseling/Guidance Program
Department of Education
Colorado State University
Fort Collins, Colorado 80523

California Pilot Career Guidance Center Career Competencies Survey

Authors: California Pilot Career Guidance Center Staff

Format: The competencies list is a 19-page booklet; the summary report is a 38-page booklet

Description: These documents describe a survey administered to teachers, counselors, administrators, and paraprofessionals in San Diego and Imperial Counties, California. The survey asked each respondent to rate each of 99 competencies on:

(1) its importance for him or her
(2) his/her need for training in it
(3) its importance for other staff as perceived by him or her
(4) the need for training of other staff in it, as perceived by him or her

The competencies are based on Dr. Kenneth Hoyt's 20 competency areas in career guidance, summarized elsewhere in this catalog. (See "Counselor Competencies Needed in Career Education" for content of these competency areas.) The 99 competencies cover the same range as Dr. Hoyt's, but generally do not correlate directly with his; instead, they are statements of specific behaviors which counselors need to be able to perform in order to possess his more general competencies.

This survey served as one basis for the California Pilot Career Guidance Center Inservice Training program, also described elsewhere in this catalog.

Contact: Edwin A. Whitfield, Project Director
Career Guidance Services
6401 Linda Vista Road
San Diego, California 92111

Career Development: Student Outcomes and Counselor Competencies

Author: E. Niel Carey

Format: Two-page paper

Description: This listing of counselor competencies in the career guidance area is grouped by expected student outcomes. Two or three counselor competencies are described under each outcome. These student outcomes are:

(1) knowledge of their own attitudes, aptitudes, values and interests and their relation to career development
(2) knowledge and skills in decision making
(3) knowledge of career possibilities and how these relate to their personal values and competencies
(4) knowledge of occupational training and continuing education options
(5) knowledge and skills sufficient to create and implement a personal career development plan
(6) skills in securing and maintaining employment

Counselor competencies for each outcome are stated in terms of helping students achieve these outcomes, and generally concern the possession, organization and dissemination of information to students.

Contact: E. Niel Carey
Maryland State Department of Education
P.O. Box 8717
BWI Airport
Baltimore, Maryland 21240

Career Guidance Handbook

Authors: Nevada Department of Education

Format: 61-page booklet

Description: This document deals with many aspects of the career education process in Nevada, including student outcomes and parent, teacher, community and guidance team involvement. A brief list of guidance team activities (which are only a portion of all activities discussed) are grouped under the following headings:

(1) program leadership and coordination
(2) student direction

Contact: Frank R. Brown, Consultant
Nevada Department of Education
Carson City, Nevada 89701

Career Guidance: Role and Functions of Counseling and Personnel Practitioners in Career Education

Authors: American Personnel and Guidance Association

Format: Three-page booklet

Description: This list of components of the guidance practitioner's role heavily emphasizes leadership in promoting the concept of career guidance. The areas specified for such leadership are:

(1) identification and programmatic implementation of career development tasks which face individuals
(2) accumulation of information on the individual, education, and occupations
(3) application of career decision making materials and methods
(4) elimination of sexism and racism as career restrictors
(5) expansion of assessment devices
(6) fulfillment of career counseling functions, including emphasis on their importance in student development

Other functions specified may be filled in either a leadership or participatory manner. These include:

(1) community group-family-guidance department liaison
(2) conducting of guidance needs assessments
(3) organization of job placement and job adjustment activities and programs
(4) participation in curriculum revision
(5) assessment of operations and dissemination of results of such assessments

Contact: American Personnel and Guidance Association
1607 New Hampshire Avenue N.W.
Washington, D.C. 20009

Counselor Competencies Needed in Career Education

Author: Kenneth B. Hoyt

Format: 14-page paper

Description: This paper discusses three major aspects of the counseling profession: the counselor's role, both within and outside of a career education context, as seen by several authors; competencies required of counselors in career education; and questions focusing on the content of counselor training programs designed to promote achievement of these competencies.

The competencies are very comprehensive, and so necessarily generalized. The first concerns the counselor's relationship to the theoretical, cognitive content of career education:

(1) "Competencies in taking occupational and career information, regardless of the system utilized in presenting it, and placing all of it into a comprehensive picture of our occupational society consistent with the philosophy and organizational structure of any given career education program"

The remaining 19 competency areas concern the counselor's relationship to other people and how effectively s/he can implement the first competency throughout the system s/he is in. They may be grouped as follows:

(2) competencies at actively seeking to help others (teachers, students, the community) understand career education concepts and relevant data about careers
(3) competencies in utilizing various kinds of community resources
(4) competencies in counseling students, both individually and in groups, and increasing their awareness of the working world, their self-awareness, and how the two may fit together
(5) competencies in utilizing computerized resources
(6) competencies in acting as a resource for parents, curriculum developers, and the community regarding career education
(7) competencies in working with counseling personnel from different settings and levels to further career education

The author feels that counselor role, competencies, and knowledge must be discussed in relation to one another. He also states that the logically prior, and perhaps more difficult, problems of counselor attitudes and values must be considered, as they are basic determinants of the role, competencies, and knowledge each counselor candidate will absorb and apply.

Contact: Dr. E. Niel Carey
Maryland State Department of Education
P.O. Box 8717
BWI Airport
Baltimore, Maryland 21240

The Process Outcome Model

Authors: William D. Peterson et al,

Format: Nine-page booklet

Description: The competency-based model described in this document is designed for the preparation of counselors and student personnel workers in higher education. It is constructed along three dimensions: clientele, role, and competencies. Clientele are the different target audiences counselors work with: individuals, groups, and institutions. The counselor's role is defined by four modes:

(1) consulting/counseling
(2) teaching
(3) administration
(4) intra-personal awareness

Competencies fall into three categories:

(1) diagnosis and assessment
(2) goal setting
(3) facilitation of change

A three dimensional model depicts the way in which clientele, role, and competencies interact.

Included with the model description are three one-page modules on the topics of:

(1) evaluating the effectiveness of a university student development program
(2) writing objectives from goal statements
(3) functioning as a change agent

These list module goal, estimated time to work through, pre-assessment, objectives, learning activities, post-assessment, and remediation activities.

Contact: Dr. William D. Peterson
Counseling and Personnel Services
Education Building
Purdue University
Lafayette, Indiana 47907

Vocational Guidance Personnel

Authors: California Vocational Planning Committee (Area V)

Format: Eight-page booklet

Description: This document is a list of competencies which vocational guidance specialists in a school setting need to possess. It details five to ten competencies in each of the following areas:

(1) the vocational decision-making process
(2) the labor market
(3) the educational process
(4) student assessment procedures
(5) the development and maintenance of a comprehensive career information source
(6) assistance to students in vocational decision making through the counseling process
(7) articulation of guidance services to other agencies
(8) planning and organization of resources needed for an effective guidance program
(9) evaluation
(10) the legal and ethical responsibilities of a member of the guidance profession

Contact: William F. Banaghan, Executive Director
Vocational Planning Committee (Area V)
75 Santa Barbara Rd.
Pleasant Hill, California 94523

COMPETENCY LISTS:

Meeting the Unique Career Needs of
Special Target Groups

SEE ALSO:

Page II-4: Ten Counselor Competencies in Career Guidance

Objectives in Child Counseling

Author: Dr. Michael Altekruse

Format: 17-page booklet

Description: This document is an outline for a course in child counseling. It is written in terms of behavioral objectives for students in the course. Objectives are of three types: knowledge, skill, and experiential, with activities and evaluation methods for each. The objectives are grouped within these areas:

(1) theoretical approaches to child counseling, including psychoanalytical, individual psychology, transactional analysis, client-centered therapy, behavior modification, rational-emotive therapy, and reality therapy
(2) group procedures
(3) consultation, including interpretation of referrals and conferences with teachers or parents

Contact: Dr. Michael Altekruse
Department of Guidance and Educational Psychology
Southern Illinois University
Carbondale, Illinois 62901

COMPETENCY LISTS:

Using and Evaluating Intervention Techniques
(Direct and Indirect)

SEE ALSO:

Page II-6: Applied Skills, Attitudes and Behaviors Rating Scale

Page II-11: Counselor Competencies Needed in Career Education

Group Counseling Instruction: A Model Based on Behavioral Objectives Developed via the Delphi Technique

Author: Dr. Joseph S. Lechowicz

Format: 147-page paperback book

Description: This study, a doctoral dissertation, represents an initial effort at developing a group counselor training model (that is, a model for training counselors in group leadership skills for counseling groups). The first part is a literature review on the development of educational objectives and on the process of training group counselors. A description of the development and expert ranking (via the Delphi technique) of behavioral objectives in group counseling follows. These goals fall into eight areas:

(1) theories
(2) terms
(3) authors of major contributions
(4) non-verbal communication
(5) guidelines and ethics
(6) group experiences
(7) methods and techniques
(8) practicum experiences

The 111 highest ranked objectives were organized as the basis of a counseling practicum offered at the graduate level at the University of Georgia. Evaluation information on this course is available.

Contact: Dr. Joseph S. Lechowicz
Hofstra University
Hempstead, New York 11550

Guidelines for Training Programs in School Psychology and Competency Continuum for School Psychologists and Support Personnel

Authors: National Association of School Psychologists

Format: Guidelines is a 34-page booklet; Continuum is a 12-page booklet

Description: These two documents from NASP both list competencies appropriate to the counseling area, specifically for personnel at various levels within school psychology programs.

The Guidelines set forth suggested standards for school psychologist training programs. The first five chapters outline the "right questions to ask" to achieve program standards in five areas: evaluative criteria for students, criteria for faculty, general program criteria, facilities, and program planning and evaluation. The last chapter deals directly with competencies; it details expected observable behaviors (outcomes) in fully trained school psychologists as well as activities for skill development. The areas of outcomes are:

(1) individual assessment
(2) individual differences
(3) exceptional children
(4) learning and remediation
(5) personality theory and development
(6) school organizations
(7) measurement/accountability/research

The Continuum lists specific competencies for school psychologist program personnel, ranging in level from the experienced professional to clerical-level aides. The competencies fall into nine areas at each level:

(1) improving the school climate
(2) group assessment
(3) school-community relations/support
(4) individual study of the child
(5) intervention techniques
(6) programs for children with exceptional needs
(7) research
(8) secretarial support
(9) supervision/training

The booklet also discusses general points concerning school psychologists and programs, including competencies as a foundation for evaluation of personnel performance; realistic expectations for individual staff; changes in the interpretation of competencies in changing situations; and considerations in the development of support personnel programs.

Price: Each booklet is $2.00

Contact: National Association of School Psychologists
1140 Connecticut Avenue N.W.
Washington, D.C. 20036

Project DEFINE

Authors: Andrew Strand, William Fibkins, Gloria Jackson, Frank Pittelli, Bay Shore Junior High School Counseling and Guidance Department

Format: 35-page booklet

Description: This document is a compilation of behavioral objectives for the counseling and guidance department of Bay Shore Junior High School in Suffolk County, New York. It is written in terms of program goals and objectives, rather than counselor; however, the statements of objectives are entirely statements of desirable counselor behaviors. The areas of objectives are:

(1) individual counseling
(2) developmental group counseling
(3) student orientation process
(4) parent orientation process
(5) new teacher orientation process
(6) teacher-counselor relationship
(7) career counseling
(8) parent-teacher-counselor relationships
(9) testing program

Whenever possible objectives are broken down further into small components of behavior.

Contact: Dr. Alfred Stiller
Area Guidance Consultant
Islip Occupational Center
375 Locust Avenue
Oakdale, New York 11769

COMPETENCY LISTS:

Maintaining and Improving the Educational System
and Environment

SEE:

Page II-4: Ten Counselor Competencies in Career Guidance

Page II-7: California Pilot Career Guidance Center Career Competencies Survey

Page II-9: Career Guidance Handbook

Page II-11: Counselor Competencies Needed in Career Education

Page II-13: Vocational Guidance Personnel

COMPETENCY LISTS:

General Counselor Competencies

Behavioral Objectives for Supervised Practice in Counseling

Authors: University of Missouri-Columbia, Department of Counseling and Personnel Services

Format: Eight-page booklet

Description: This is a summary of objectives for a counseling practicum course. The objectives establish a general framework within which the student is encouraged to develop knowledge and skills according to his own interests. Three goal areas are detailed:

(1) the goal area of counseling includes development of a personal counseling rationale and demonstration of interviewing techniques
(2) the goal area of consulting includes learning to gather and utilize information about and for clients, to assist in program development, and to identify desired consultation outcomes
(3) the personal goal area includes growth in ability at self-appraisal, self-improvement, utilization of self-knowledge, and self-acceptance

Activities and criteria for accomplishment are also suggested for each objective.

Contact: Department of Counseling and Personnel Services
University of Missouri-Columbia
307 Parker Hall
Columbia, Missouri 65201

Competencies for Master of Science Degree in Personnel Services and Counseling

Author: Miami University, Department of Personnel and Guidance

Format: 8-page booklet

Description: This document describes competencies for Master's candidates in student affairs work in two areas of emphasis: Administration-leadership and counseling-consulting. Core competencies for both areas are as follows:

(1) understanding institutions of higher education
(2) understanding adolescent and adult development
(3) understanding career development
(4) understanding counseling and consulting relationships
(5) understanding purposes and principles of administration
(6) understanding research methodology
(7) developing skills in group process.

Specific competencies for the Administrative-Leadership area of emphasis include:

(1) understanding the role of leadership
(2) developing leadership skills
(3) developing administrative skills

Specific competencies for the Counseling-Consulting area of emphasis are:

(1) developing counseling and facilitative skills
(2) developing appraisal and diagnostic skills
(3) expanding personal growth through group process experiences

Contact: Dr. Gary Knock
Department of Personnel and Guidance
Miami University
Oxford, Ohio 45056

Competencies for the School Counselor: Elementary and Secondary Levels

Authors: Auburn University, Counselor Education Department

Format: The Elementary Level document is a five-page booklet; the Secondary Level is a booklet of 13 pages

Description: These two lists of competencies cover the same ten areas of general counselor functioning, with one extra area cited at the secondary level: that of conducting a student placement service. Each area of competencies is broken down into one to eight more specific statements of behavior. The ten common areas are:

(1) planning a guidance program
(2) conducting individual and group counseling
(3) coordinating student appraisal services
(4) coordinating educational/career planning functions
(5) coordinating client referrals
(6) consulting with parents
(7) consulting with teachers and administrators
(8) conducting research
(9) interpreting counseling services to staff, parents and community
(10) adhering to legal and professional ethical guidelines

Contact: Counselor Education Department
School of Education
Auburn University
Auburn, Alabama 36830

Competency-Based Training Program: Secondary School Counseling

Authors: Middle Tennessee State University, Department of Psychology

Format: 59-page booklet

Description: This document describes a model in practice for a competency-based program in counselor education at the graduate level. Along with procedures, curriculum, and admission information, it offers detailed objectives in the following ten areas:

(1) foundations of guidance
(2) assessment
(3) counseling
(4) group process
(5) personal, social, and educational development
(6) career development and vocational guidance
(7) research
(8) administration
(9) consultation
(10) practicum

For each category, competencies are listed along with implementation tasks to help students develop competencies, and evaluation criteria for competency levels.

Price: $2.15 per booklet.

Contact: Dr. Keith Carlson
Dept. Of Psychology, Box 87
Middle Tennessee State University
Murfreesboro, Tennessee 37132

Counselor Tasks and Competencies

Authors: Kansas State University, College of Education, Ad Hoc Certification Committee

Format: Four-page booklet

Description: This working paper outlines the tasks which a fully functioning counselor performs. It begins with a role statement regarding general areas of desirable counselor knowledge. Then it lists competencies under the following task areas:

(1) individual counseling
(2) group counseling
(3) functioning as a student advocate
(4) individual appraisal
(5) providing leadership in planning, implementing and evaluating career guidance programs
(6) assisting students in planning their school program
(7) case conferences
(8) providing in-service activities related to guidance
(9) assisting in curriculum development
(10) consulting with resource individuals
(11) establishing working relationships with referral agencies
(12) research
(13) guidance program implementation and evaluation
(14) professionalism

Contact: Ad Hoc Certification Committee
College of Education
Department of Administration and Foundations of Education
Kansas State University
Manhattan, Kansas 66506

Emerging Career Guidance Competencies

Author: Dr. Anita Mitchell

Format: Four-page journal article

Description: This article focuses on the expanded role of counselors as facilitators of total life career development. It does not cite specific competencies; instead it deals with general competency areas. These are:

(1) career counseling competencies
(2) program planning competencies
(3) implementation competencies
(4) consultation competencies (with other staff members)
(5) linkage competencies (with other agencies)
(6) staff development competencies
(7) evaluation competencies

It concludes with a discussion of needed changes in counselor education.

Contact: Mitchell, A. M. Emerging career guidance competencies. Personnel and Guidance Journal, 1975, 53(9), pp. 700-703. If not available through local sources, contact American Personnel and Guidance Association, 1607 New Hampshire Avenue N.W., Washington, D.C. 20009

Entry Level Counselor Skills

Author: Michigan State Department of Education (Dr. John Geisler)

Format: Four-page booklet and/or journal article

Description: This document begins with a discussion of personal characteristics which should be expected of professional counselors, such as openness, genuineness, and willingness to grow. It then cites fairly general counselor competencies in eight areas:

(1) understanding of students and the educational context
(2) counseling services
(3) consulting services
(4) coordinating services
(5) research activities
(6) assessment activities
(7) professional growth
(8) professional standards and ethics

Contact: Dr. John Geisler
c/o Department of Counseling and Personnel
3109 Sangren, WMU
Kalamazoo, Michigan 49008

Evaluation of Counseling Students

Author: Linnea White

Format: Eight-page questionnaire plus seven-page booklet, Competencies Counselor Educators Value, reviewing results of questionnaire administration

Description: This questionnaire asks counselor educators to rate, on a one-to-five scale, the desirability in graduate counseling students of 102 specific behaviors, and also to identify as closely as possible their own approach to counseling: behavioral, humanistic, client-centered, or eclectic. The accompanying review of research results analyzes the responses of 684 counselor educators. Factor analysis of the student behaviors resulted in the following categories:

(1) personal development
(2) research and professional activities
(3) behavioral strategies in counseling
(4) application of theory
(5) class participation
(6) relationship strategies in counseling
(7) collaboration
(8) efficiency
(9) respect for individuality
(10) flexibility

Rating for each of these ten categories of student behavior were correlated with educators' self-identified approach to counseling, and also with age, sex, and academic rank. One use of this research may be better communication to counseling student of department orientation and expectations.

Contact: Dr. Linnea White
Counseling Center
Drake University
Morehouse Hall
Des Moines, Iowa 50311

Knowledge and Performance Competencies

Authors: Pioneer Cooperative Educational Service Agency, Cleveland, Georgia

Format: Four-page list

Description: This set of competencies was verified as "minimally essential" for entry-level counselors by counselors and counselor educators in area workshops. It is divided into knowledge competencies and performance competencies. Knowledge competencies cover the following domain:

(1) theories and principles
(2) career development
(3) research, test and measurement
(4) general education

These competency areas represent generic skills. Within each area a list of behavioral objectives have been identified from the indicators for assessment purposes.

Performance competencies are in the following areas:

(1) planning
(2) individual counseling
(3) small group facilitating
(4) consulting
(5) training
(6) information processing

These competency areas represent generic skills. Within each area a list of performance objectives have been identified from the indicators for assessment purposes.

Contact: Ms. Barbara L. Pagano, Director
Counselor Certification Project
Hunter and School Streets
Gainesville, GA 30501

Minimum Competency Requirements for Secondary School Counselors, Grades 7-12

Authors: Tennessee Department of Education

Format: Four-page booklet

Description: This list of minimum competency levels lists few specific skills; rather it outlines general areas where competence is required in secondary counselors. The areas are:

(1) knowledge of foundations of guidance and counseling
(2) selection of assessment instruments and interpretation of results
(3) counseling
(4) facilitating group process
(5) assisting in the development of programs for students' personal, social and educational growth
(6) assisting students in vocational and career development
(7) research
(8) administration and program planning
(9) consultation with the total community

Area six, assisting students in vocational and career development, identifies seven competencies:

(1) development and maintenance of a self-directed career education information center
(2) development of job descriptions from job analyses
(3) assistance to students in understanding career clusters and other career-related concepts
(4) compilation and dissemination of information on employment and educational opportunities
(5) development and coordination of a job placement program
(6) effective relations with business, industry, and community agency personnel
(7) planning and implementation of a developmental career education program

A research study by W. Charles Graves based on these seven competencies broke each of them down into even more specific skills, such as describing the 15 U.S.O.E. career clusters. This report is available from the same source.

Contact: Tennessee Department of Education
Division of Comprehensive Vocational Education
243 Cordell Hull Building
Nashville, Tennessee 37219

New York State Personnel and Guidance Association Professional Advancement Team Handbook

Author: New York State Personnel and Guidance Association

Format: 46-page Handbook plus 15-page counselor questionnaire insert

Description: This document contains guidelines by which regional professional advancement teams can assist local guidance programs in self-evaluation. One area of guidelines is "Counselor Certification Guidelines Performance Statements,' which are statements of competencies in behavioral terms. The competency areas are:

(1) personal characteristics
(2) communication
(3) counseling
(4) knowledge of human development
(5) youth needs
(6) information services
(7) assessment
(8) consultation
(9) research and evaluation

The rest of the Handbook offers principles of guidance program assessment, suggestions for implementation of professional advancement team objectives, suggestions for organizing the team visit, and sample materials for team use.

Contact: New York State Personnel and Guidance Association
135 Western Avenue
Albany, New York 12203

Preparation of Guidance Associates and Professional Counselors Within the Framework of a Competency-Based Program

Authors: North Texas State University, Division of Counselor Education, College of Education, Guidance and Counseling Staff

Format: 75-page monograph

Description: This document is a comprehensive listing of objectives and behavioral criteria for two levels of guidance personnel: preprofessional guidance associates and professional counselors. It begins with a discussion of the personal characteristics desirable at both levels, listing seven specific objectives under a general goal statement summarizing these characteristics as "objectivity and flexibility."

Performance competencies are separated for the two levels, but in each they fall within nine categories:

(1) counseling services
(2) consultation
(3) coordination
(4) career development services
(5) planning and development
(6) individual assessment and inventory
(7) research and evaluation
(8) placement and follow-up
(9) referral

Each area at each level contains a general goal statement, objectives, and descriptions of evidence of competence.

Price: $3.75 members; $6.00 nonmembers.

Contact: American Personnel and Guidance Association
1607 New Hampshire Avenue N.W.
Washington, D.C. 20009

Request for Pilot Program for Guidance Associate (Competency-Based)

Authors: Midwestern University

Format: 21-page booklet

Description: This document is actually a funding request, but specifies competencies and relevant courses in two areas: elementary guidance studies and secondary guidance studies. The guidance associate is a bachelor's degree level person operating under the supervision of a professional counselor.

The competency areas are:

(1) planning and development of the guidance program
(2) counseling
(3) pupil appraisal
(4) career development/educational and occupational planning
(5) referral
(6) placement
(7) research and follow-up
(8) consultation
(9) public relations

Contact: Guidance Studies Department
Midwestern University
3400 Taft
Wichita Falls, Texas 76308

Responsibilities of the School Counselor and Competencies Appropriate for Provisional Certification

Author: Counselor Education Trial Project, New York State

Format: Three-page booklet

Description: This booklet is a draft statement of counselor competencies, grouped within seven areas:

(1) counseling (individual and group)
(2) consultation with parents and colleagues
(3) planning and coordination of the program
(4) provision of information and learning experiences
(5) student assessment
(6) placement
(7) research

Each area begins with a statement of counselor responsibilities in that area, phrased in terms of outcomes which competencies should facilitate (sometimes student outcomes, more often general outcomes for counselors). Two to fifteen competencies are listed in each area, often broken down further into specific behaviors.

Contact: Dr. E. Victor Boyd
Bureau of Guidance
State Education Department
University of the State of New York
Albany, New York 12224

Role Statement of the Department of Student Personnel and Guidance, East Texas State University

Authors: East Texas State University, Department of Student Personnel and Guidance

Format: 17-page booklet

Description: This statement divides the counselor's role into two levels: that of "his philosophy and the kind of person (he) is," and "what he does." The first level outlines the kind of personal characteristics valuable to the counselor, such as self-insight, stability, spontaneity and realism. The second level indicates general competencies in the areas of:

(1) counseling
(2) planning and organization
(3) group guidance and counseling
(4) appraisal activities
(5) vocational guidance and career development
(6) educational guidance
(7) public relations
(8) record keeping
(9) referrals
(10) placement
(11) in-service training and staff development (of coworkers)
(12) consultation
(13) research, follow-up, and publication

It concludes with an outline of curricula leading to various degrees.

Contact: Department of Student Personnel and Guidance
East Texas State University
Commerce, Texas 75428

The School Counselor: Work Environment, Roles, and Competencies

Authors: Texas Education Agency, Division of Guidance Services

Format: 25-page booklet

Description: This document outlines personal qualities desirable in counselors and the optimal work environment for counselors. Then it lists general competencies, together with sample kinds of activities for each, in four areas:

(1) planning, organization and evaluation
(2) counseling
(3) consultation
(4) coordination

The first area includes competencies in appraisal of individuals, assessment of population needs, guidance priorities-setting, formulating measurable objectives and related tasks, and evaluating. The second includes competencies in formulating a model of the counseling process, formulating a model for explaining individual behavior and change, understanding kinds of group experience, and establishing relationships within the limits of the American Personnel and Guidance Association Ethical Standards. The third area includes competency in formulating guidance concepts and services for others, establishing effective working relationships with all populations served, and promoting career understanding in all students. The fourth includes competencies in formulating a model for utilizing available data processing equipment to process and transmit pupil data, developing effective working relationships in the educational community, coordinating and interpreting research studies, applying theories and materials of pupil assessment, understanding administrative procedures and structure, and promoting public relations.

Most objectives are stated behaviorally. The booklet also includes the APGA Ethical Standards. This document served as one basis for the monograph Preparation of Guidance Associates and Professional Counselors Within the Framework of a Competency-Based Program of North Texas State University, published by APGA and summarized elsewhere in this catalog, as well as other documents.

Contact: Division of Student Services & Instructional Coordination
Texas Education Agency
201 E. 11th Street
Austin, Texas 78701

Standards and Guidelines for Approval of Institutions with Competency-Based Programs in Counselor Education

Authors: North Carolina State Department of Education

Format: 24-page booklet

Description: This document discusses the objectives of school counseling related to student goals, personal characteristics needed by the school counselor, and competencies and performance criteria for the school counselor along with preparation and evaluation guidelines. Both the "counselor characteristics" and the "counselor roles" areas specify observable behaviors which constitute effective counseling. The three counselor roles described are:

(1) counseling,
(2) coordinating, and
(3) consulting.

The personal characteristics include:

(1) respect for individual worth
(2) capacity to communicate effectively
(3) self-understanding and sense of self-worth
(4) openness, flexibility and emotional stability
(5) clarity in thought
(6) sensitivity and ability to relate well to others
(7) trustworthiness and trustingness
(8) capacity to grow and learn
(9) professionalism

Contact: North Carolina Department of Public Instruction
Education Building, Room 414
Raleigh, North Carolina 27611

Standards for the Preparation of Counselors and Other Personnel Services Specialists (Revised 1972)

Authors: Association for Counselor Education and Supervision (ACES)

Format: 18-page booklet

Description: This document focuses mainly on guidelines for counselor training institutions; however one section specifies a "common core" of experiences assumed to be valuable to all counselor trainees for the promotion of related competencies. These are in the areas of:

(1) human growth and development
(2) social and cultural foundations
(3) helping relationships
(4) groups
(5) life style and career development
(6) appraisal of the individual
(7) research and evaluation
(8) professional orientation

Contact: Association for Counselor Education and Supervision
American Personnel and Guidance Association
1607 New Hampshire Avenue N.W.
Washington, D.C. 20009

The University of Wisconsin Counselor Education Program

Authors: University of Wisconsin-Madison, School of Education

Format: 16-page booklet

Description: This draft document is an outline of the objectives which are under consideration to form the basis of a competency-based counselor education program. It begins with five general characteristics of effective counselors:

(1) knowledge of ethical principles
(2) commitment to clients and agency
(3) application of private skills in specific situations
(4) a capacity to plan for the future--of the client and the program
(5) positive attitudes toward change

Then it lists eight competency areas:

(1) counseling
(2) group counseling and guidance
(3) assessment and appraisal
(4) research and evaluation
(5) information systems
(6) program planning
(7) instruction
(8) consulting with non-clients

Each area begins with a definition, then lists specific skills, and finally suggests ways in which skills may be utilized and situations in which they may be applied.

Contact: School of Education
University of Wisconsin-Madison
9th Floor
Education Science I Building
1025 W. Johnson St.
Madison, Wisconsin 53706

Summary of Competencies Used in Counselor Education Programs

Author: Linnea White

Format: 120 page summary, by category, of competencies indexed by university

Description: An ad hoc committee of Division 17, APA, collected competency-based materials from universities preparing counselors. A system of categorizing competencies was devised using the following subsections:

(1) Personal Development
(2) Counseling, Theory
(3) Counseling, Individual
(4) Counseling, Group
(5) Counseling, Career
(6) Human Development
(7) Research, Design
(8) Research, Statistics
(9) Research, Appraisal
(10) Program Coordination
(11) Program Coordination
(12) Consultation
(13) Teaching
(14) Dissemination
(15) Professional Activities
(16) Professional Ethics

Competencies listed in the materials received from schools were classified into these categories.

Comparison within and among universities is possible in (1) what competencies are important (2) how particular competencies, such as Personal Development, are defined.

Overall purpose of this report is to enable counseling faculty to examine competencies as defined and used by particular university programs.

Cost: $3.50

Contact: Dr. Linnea White
Counseling Center
Drake University
Morehouse Hall
Des Moines, Iowa 50311

Part III

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